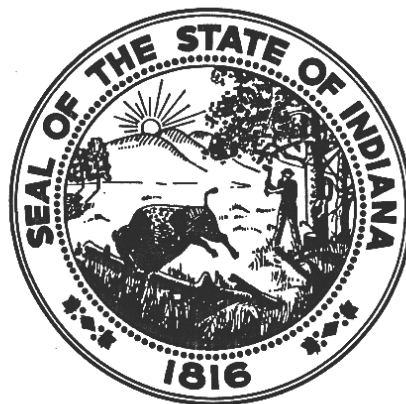


**CORRELATION OF THE INFORMATION LITERACY STANDARDS AND
INDIANA'S ACADEMIC STANDARDS FOR
BUSINESS TECHNOLOGY EDUCATION**



**Prepared by the
Indiana Department of Education
School Library Media Specialists' Leadership Cadre
Information Literacy Task Force Committee**

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Laura J. Taylor, Director,
Office of Learning Resources

Judy R. Williams
Library Media Consultant

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INDIANA INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

The Indiana Department of Education, Office of Learning Resources, supports the need for the Indiana Academic Standards 2000 to address student library information literacy standards. Charged with this task, the School Library Media Specialists' (SLMS) Cadre Information Literacy Task Force Committee, a collaborative committee of members of the Indiana Department of Education's Technology Leadership School Library Media Specialists and the Association of Indiana Media Educators (AIME), developed a correlation document. It correlates to the Nine Information Literacy Standards developed by the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) into Indiana's Academic Standards for Business Technology Education.

A copy of this document, Correlation of the Information Literacy Standards and Indiana's Academic Standards for Business Technology Education is available at www.doe.state.in.us/olr.

Purpose of the Correlation of Library Information Literacy Standards and Indiana's Academic Standards for Business Technology Education

The mission of the school library program as stated in Information Power: Building Partnerships for Learning (1998) is to "ensure that students and staff are effective users of ideas and information."

The Correlation of the Information Literacy Standards and Indiana's Academic Standards for Business Technology Education identifies the School Library Information Literacy Standards in the newly adopted Indiana's Academic Standards for Business Technology Education. SLMS will use these standards to work cooperatively with the building principals, classroom teachers and other professional staff members to insure that student library information literacy standards are taught through a collaborative effort in all curricular areas.

Indiana Legal Requirements for School Library Media Program

The Indiana Administrative Code, 511 IAC 6.1-5.6 Media Program delineates the minimum requirements for a school library media program:

Sec. 6. All schools shall have a media program that is an integral part of the educational program. A licensed media specialist shall supervise the media program. Each school shall spend at least eight dollars (\$8) per student per year from its 222000 account to maintain its media program. (*Indiana State Board of Education; 511 IAC 6.1-5.6; filed Jan 9, 1989, 11:00 a.m.: 12 IR 1192*)

RELATIONSHIP BETWEEN READING IMPROVEMENT AND SCHOOL LIBRARY MEDIA PROGRAM

The direct relationship between reading improvement and an active school library media program staffed by a licensed professional librarian is substantiated by research studies released within the past two years in Colorado, Pennsylvania, and Alaska. [These published studies include: How School Librarians Help Kids Achieve Standards; the Second Colorado Study (April 2000); Information Empowered; The School Librarian as an Agent of Academic Achievement in Alaska Schools (1999); Measuring Up to the Standards; The Impact of School Library Programs and Information Literacy in Pennsylvania Schools (February 2000).]

A Study of the Differences Between Higher-and Lower-performing Indiana Schools, a study by NCREL commissioned by Superintendent of Public Instruction, Dr. Suellen Reed, was published in February 2000. The study reports one necessary component to increase student performance in lower-performing schools is to “increase student access to instructional and print materials in lower-performing schools, including regular and flexible access to a working library.”

In this context, a working school library with flexible access is open during the regular school hours, is staffed by a professional, licensed school library media specialist, and provides for open and easy access by individual students. Using best practices supports the use of collaboratively planned units involving the classroom teacher and the school library media specialist (SLMS). Dr. David V. Loertscher in Reinventing Indiana’s School Library In the Age of Technology; A Handbook for Principals and Superintendents states that the library collection shall contain the “right materials for the right learners at the right time in every format available” to support curriculum and recreational reading needs. Through the use of Library Information Literacy Standards, teachers and SLMS work cooperatively to plan, teach, and assess the progress of students’ learning.

THE NINE INFORMATION LITERACY STANDARDS FOR STUDENT LEARNING

Information Literacy

The student who is information literate

ILS 1: **accesses information** efficiently and effectively.

ILS 2: **evaluates information** critically and competently.

ILS 3: **uses information** accurately and creatively.

Independent Learning

The student who is an independent learner is information literate and

ILS 4: **pursues information** related to personal interests.

ILS 5: **appreciates** literature and other creative expressions of **information**.

ILS 6: strives for excellence in information seeking and knowledge generation (**generates knowledge**).

Social Responsibility

The student who contributes positively to the learning community and to society is information literate and

ILS 7: **recognizes the importance of information in a democratic society**.

ILS 8: **practices ethical behavior** in regard to information and information technology.

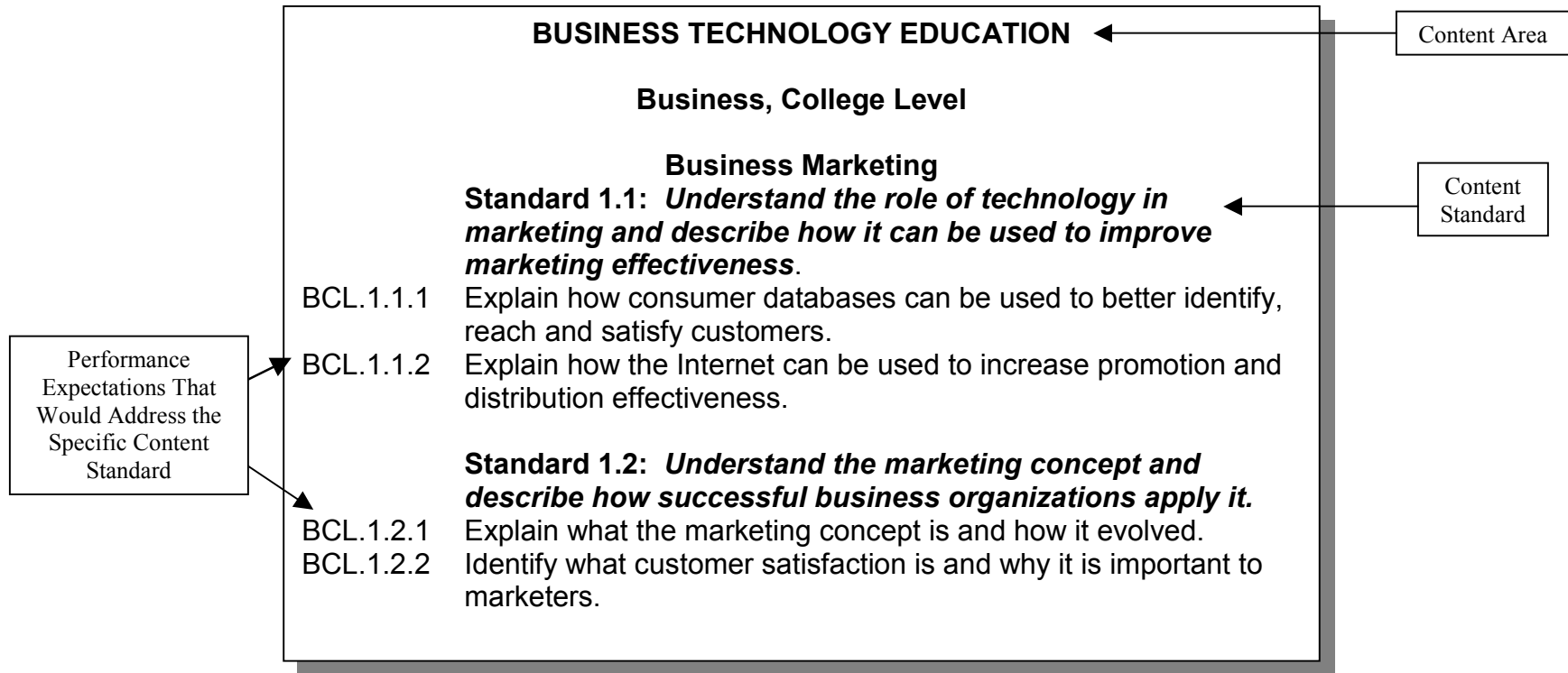
ILS 9: participates effectively in groups to pursue and generate information (**shares and collaborates**).

* **Bold face** on this page indicates shortened phrasing used in listing of Information Literacy standards in the [Correlation of the Library Information Literacy Standards and Indiana's Academic Standards for Business Technology Education](#).

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READING THE STANDARDS AT EACH GRADE LEVEL

Each of the Business Technology Education Standards includes the following components to aid teachers in understanding and incorporating them into their instruction.



INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION Release date 2000</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Accounting I									
	Accounting Cycle									
	Standard 1.1: <i>Complete the various steps of the accounting cycle and explain the purpose of each step.</i> INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
AI.1.1.1	Define accounting and explain the purpose of the accounting system.	X	X	X						
AI.1.1.2	Explain the importance of following GAAP.	X	X	X						X
AI.1.1.3	Demonstrate an understanding of the fundamental accounting equation.	X	X	X	X	X	X	X	X	X
AI.1.1.4	Describe the purposes of the revenue, expense, and drawing accounts and illustrate the effects on owner's equity.	X	X	X						
AI.1.1.5	Identify a variety of source documents.	X	X	X						
AI.1.1.6	Analyze business transactions using source documents and describe the effect on the accounting equation.	X	X	X			X			
AI.1.1.7	Explain the double-entry system of accounting and apply debit and credit rules when analyzing business transactions.	X	X	X						X
AI.1.1.8	Journalize business transactions using various journal formats.	X	X	X						
AI.1.1.9	Explain the purpose of a journal and its relationship to the ledger through postings.	X	X	X						X
AI.1.1.10	Prepare a worksheet and explain its uses.	X	X	X						X
AI.1.1.11	Analyze the trial balance to determine the necessary adjustments (accruals and deferrals) to prepare financial statements.	X	X	X						
AI.1.1.12	Prepare and explain the purposes of each financial statement and describe the way they articulate with each other.	X	X	X						X
AI.1.1.13	Explain the purposes of the closing process, journalize and post adjusting and closing entries, and prepare a post-closing trial balance.	X	X	X						X
AI.1.1.14	Use spreadsheet and accounting software to maintain accounting records and describe the differences between manual and computerized accounting systems.	X	X	X						
	Standard 2.1: <i>Apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.</i> INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
	Assets									
AI.2.1.1	Define and identify current and long-term assets and their impact on analyzing financial statements.	X	X	X						
AI.2.1.2	Explain and demonstrate the importance of internal control and banking activities.	X	X	X	X	X	X	X	X	X
AI.2.1.3	Explain and demonstrate uncollectible accounts.	X	X	X	X	X	X	X	X	X
AI.2.1.4	Demonstrate accounting procedures for notes and interest receivables.	X	X	X	X	X	X	X	X	X
AI.2.1.5	Create and maintain the accounts receivable subsidiary ledger.	X	X	X						X

AI.2.1.6	Compare and evaluate inventory concepts and apply these concepts and procedures to a merchandising business.	X	X	X						X
AI.2.1.7	Explain the purpose of depreciation.	X	X	X						X
AI.2.1.8	Calculate depreciation and apply appropriate accounting concepts and techniques for acquisition and depreciation.	X	X	X			X			
AI.2.1.9	Use spreadsheet and/or accounting software to maintain accounting records for short-term and long-term assets.	X		X						
	Liabilities									
AI.2.1.10	Create and maintain the accounts payable subsidiary ledger.	X	X	X						
AI.2.1.11	Use spreadsheet and/or accounting software to maintain accounting records for short-and long-term liabilities.	X		X						
AI.2.1.12	Demonstrate accounting procedures for notes and interest payable.	X	X	X	X	X	X	X	X	X
	Owner's Equity									
AI.2.1.13	Explain the purpose of capital and drawing accounts for a sole proprietorship.	X	X	X						X
AI.2.1.14	Explain the purpose of stockholders' equity and retained earnings for corporations.	X	X	X						X
	Special Applications									
	Content Standard 3.1: Apply generally accepted accounting principles (GAAP) to various forms of ownership and payroll. INSPIRE>EBSCO-Host>Business Source Premier/Accounting									
	Forms of Ownership									
AI.3.1.1	Explain the advantages and disadvantages of the three forms of business ownership—sole proprietorships, partnerships, and corporations.	X	X	X						X
AI.3.1.2	Identify the type of ownership for a business—sole proprietorship, partnership, corporation.	X	X	X						
	Payroll									
AI.3.1.3	Prepare and maintain payroll records using manual and/or computerized systems.	X	X	X						X
	Careers									
	Standard 4.1: Identify and explain the different types of accounting professions and related careers. INSPIRE>Indiana Links>Business/Business Links									
AI.4.1.1	Explain the employment opportunities and job responsibilities in the private, public, government, and not-for-profit accounting professions.	X	X	X						X

INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION</p> <p style="text-align: center;">Release date 2000</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Accounting II									
	Accounting Process									
	Standard 1.1: Apply generally accepted accounting principles to determine the value of assets, liabilities, and owner's equity.									
	INSPIRE>EBSCO-Host>Business Source Premier/Accounting									
	Assets									
All.1.1.1	Define and identify current and long-term assets and analyze their impact on financial statements.	X	X	X						
All.1.1.2	Define cash, prepare bank reconciliations, establish and maintain petty cash and change accounts, identify cash control techniques, explain the benefits of electronic fund transfers, ATM transactions, and uses of a debit card.	X	X	X						X
All.1.1.3	Create and maintain the accounts receivable subsidiary ledger, account for credit card sales, and apply appropriate accounting techniques for uncollectible accounts.	X	X	X						
All.1.1.4	Explain the purposes of notes receivable; establish and maintain accounts for receivables and related interest.	X	X	X						
All.1.1.5	Compare and evaluate inventory concepts and costing procedures as they apply these concepts and procedures to merchandising and manufacturing businesses.	X	X	X			X			
All.1.1.6	Explain the purpose of depreciation.	X	X	X						
All.1.1.7	Calculate depreciation and apply appropriate accounting concepts and techniques for acquisition, depreciation, and disposal of property, plants, and equipment.	X	X	X						
All.1.1.8	Compare and analyze various depreciation methods and their impact on the financial statements.	X	X	X						
All.1.1.9	Use spreadsheet or accounting software to maintain accounting records for short-term and long-term assets.	X	X	X						
All.1.1.10	Define natural resources and account for their acquisition, depletion, and disposal.	X	X	X						
	Advanced Performance Expectations	X	X	X						
All.1.1.11	Explain the impact of changes in foreign exchange rates.	X	X	X						X
All.1.1.12	Define intangible assets and account for the acquisition, amortization and disposal.	X	X	X						
	Liabilities	X	X	X						
All.1.1.13	Define and identify current and long-term liabilities and explain their impact on financial statements	X	X	X						
All.1.1.14	Use spreadsheet and/or accounting software to maintain accounting records for short- and long-term liabilities.	X	X	X						
All.1.1.15	Explain the purposes of notes payable; establish and maintain accounts for payables and related interest.	X	X	X						X
All.1.1.16	Use appropriate accounting concepts and techniques to analyze and record the issuance, amortization, and retirement of bonds.	X	X	X						
	Owner's/Stockholder's Equity									
All.1.1.17	Apply appropriate accounting techniques to account for investments and withdrawals by owners for a sole proprietorship or partnership.	X	X	X						

All.1.1.18	Explain the purpose of the following accounts: common stock, preferred stock, paid-in capital, retained earnings, and dividends for a corporation.	X	X	X						X
All.1.1.19	Apply appropriate accounting concepts and techniques to analyze and record investments by stockholders and the declaration and payment of dividends.	X	X	X			X			
	End of Fiscal Period Activities									
	Standard 2.1: Prepare, interpret, and analyze end of fiscal period activities and financial statements using manual and/or computerized systems for service, merchandising, and manufacturing businesses.									
	INSPIRE>EBSCO-Host>Business Source Premier/Accounting									
	End of Fiscal Period Activities and Financial Statement Preparation/Analysis									
All.2.1.1	Upon completion of the worksheet, prepare the income statement, balance sheet, statement of owner's equity/retained earnings, and cash flow statement of a business using a vertical analysis or other commonly used financial ratios.	X	X	X						X
All.2.1.2	Upon completion of the worksheet, analyze the income statement, balance sheet, statement of owner's equity/retained earnings, and cash flow statement of a business using a vertical analysis or other commonly used financial ratios.	X	X	X						
All.2.1.3	Prepare all necessary year-end journal entries.	X	X	X						
All.2.1.4	Use spreadsheet and/or accounting software to evaluate the impact of changes in operating procedures, accounting methods, and estimates on the financial statements and ratios.	X	X	X			X			
All.2.1.5	Use spreadsheet and/or accounting software to prepare charts and graphs useful in analyzing the financial condition of the business.	X	X	X		X				
All.2.1.6	Explain the importance of high ethical standards in the preparation of financial statements.	X	X	X						X
	Advanced Performance Expectations									
All.2.1.7	Identify and define the three basic types of business activities—operating, investing, and financing.	X	X	X						
All.2.1.8	Prepare a statement of cash flows using the direct and indirect methods.	X	X	X						
All.2.1.9	Perform horizontal and vertical analyses and compute appropriate ratios to evaluate solvency and earning power.	X	X	X	X	X	X	X	X	X
	Income Statement for the Three Types of Business Operations									
All.2.1.10	Apply the revenue realization and matching principles in the preparation of income statements for service and merchandising businesses.	X	X	X			X			X
All.2.1.11	Apply the revenue realization and matching principles in the preparation of an income statement for a manufacturing business.	X	X	X			X			X
All.2.1.12	Determine cost of goods sold and gross profit for a merchandising business.	X	X	X			X			
All.2.1.13	Determine cost of goods sold and gross profit for a manufacturing business.	X	X	X			X			
	Special Applications									
	Standard 3.1: Apply generally accepted accounting principles (GAAP) to various forms of ownership and payroll.									
	Forms of Ownership									
All.3.1.1	Explain the advantages and disadvantages of the three forms of business ownership—sole proprietorships, partnerships, and corporations.	X	X	X						X
All.3.1.2	Apply appropriate accounting techniques for the formation, allocation of earnings, dissolution, and liquidation of a partnership.	X	X	X						
	Payroll									
All.3.1.3	Prepare and maintain payroll records using manual and computerized systems.	X	X	X						
All.3.1.4	Calculate earnings at an hourly and piece rate and on a salary, commission, and salary/commission basis.	X	X	X						
All.3.1.5	Calculate deductions including federal income tax, Social Security tax, Medicare tax, state income tax, and other deductions to determine net pay	X	X	X				X	X	
All.3.1.6	Calculate employer's payroll taxes including Social Security, Medicare, federal unemployment, state unemployment, other taxes, and other employee benefits paid by the employer.	X	X	X				X	X	
All.3.1.7	Prepare federal, state, and local payroll reports.	X	X	X				X	X	
	Income Taxation									
All.3.1.8	Differentiate between taxation at the personal and business levels.	X	X	X	X		X			
All.3.1.9	Complete personal income tax forms for Federal and State.	X	X	X	X		X			

	Managerial Accounting Principles and Systems									
AI.3.1.10	Describe the management process and the role of managerial accounting in this process.	X	X	X			X			X
AI.3.1.11	Describe and explain those costs and accounts that are unique to the manufacturing process and distinguish between product and period costs.	X	X	X			X			X
AI.3.1.12	Describe the cost flow concepts followed by a manufacturing business.	X	X	X						
AI.3.1.13	Describe the types of products and manufacturing processes most appropriate for job order and process costing systems.									
AI.3.1.14	Apply appropriate accounting concepts and procedures for a job order costing system.	X	X	X						
AI.3.1.15	Apply appropriate accounting concepts and procedures for a process costing system.	X	X	X						
	Interpretation and Use of Data									
	Standard 4.1: Use planning and control principles to evaluate the performance of an organization and apply differential analysis and present value concepts to make decisions. INSPIRE>Indiana Links>Business INSPIRE>EBSCO-Host>Business Source Premier/Accounting									
	Planning and Control									
AI.4.1.1	Explain and compare the behavior of fixed, variable, and mixed costs.	X	X	X						X
AI.4.1.2	Apply cost-volume-profit and contribution margin analyses in planning operations.	X	X	X						
AI.4.1.3	Prepare a budget for planning purposes.	X	X	X			X			
AI.4.1.4	Use a spreadsheet or accounting software for budget analysis.	X	X	X			X			
	Decision Making									
AI.4.1.5	Apply differential analysis to make decisions.	X	X	X	X	X	X	X	X	X
AI.4.1.6	Apply present value concepts to evaluate capital investment opportunities.	X	X	X	X	X	X	X	X	X
	Careers									
	Standard 5.1: Explore the variety of jobs in accounting careers and the educational requirements of each. INSPIRE>Indiana Links>Jobs,Business									
AI.5. 1.1	Explain the employment opportunities in the private, public, government/not-for-profit accounting professions.	X	X	X						X

CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION

Release date 2000

		ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
	Business and Personal Law									
	Basics of the Law									
	Standard 1.1: <i>Analyze the relationship between ethics and the law.</i> INSPIRE>Indiana Links>State and Local Government									
BL.1.1.1	Explain the relationship between law and ethics.	x	x	x						x
BL.1.1.2	Identify ethical character traits, such as honesty, integrity, compassion, justice.	x	x	x					x	
BL.1.1.3	Explain a person's responsibility under the law.	x	x	x				x	x	x
BL.1.1.4	Describe the role of values in constructing an ethical code and a legal system.	x	x	x				x	x	x
BL.1.1.5	Describe how to develop an ethical and legal life style.	x	x	x	x	x	x	x	x	x
BL.1.1.6	Compare and contrast various ethical theories.	x	x	x			x		x	
BL.1.1.7	Identify consequences of unethical and illegal conduct.	x	x	x					x	
BL.1.1.8	Explain the way social forces may sometimes conflict.	x	x	x					x	
BL.1.1.9	Analyze and solve difficult ethical and legal problems.	x	x	x			x	x	x	x
	Content Standard 1.2: <i>Describe the sources of the law in the United States.</i> INSPIRE>EBSCO-Host>MasterFile Premier, Business Source Premier, TopicSearch									
BL.1.2.1	Visualize the origin of our legal system.	x	x	x				x		
BL.1.2.2	List the most common sources of the law.	x	x	x				x		
BL.1.2.3	Explain the Constitution and describe the branches of government as presented in the Constitution.	x	x	x				x		x
BL.1.2.4	Identify the basic freedoms guaranteed by the Bill of Rights and describe several key Constitutional amendments beyond the Bill of Rights.	x	x	x				x	x	
BL.1.2.5	Compare and contrast the national and state constitutions.	x	x	x			x	x	x	
BL.1.2.6	Describe the powers and limitations of the federal government as stated in the Constitution.	x	x	x				x		
BL.1.2.7	Determine how courts make law and explain the role of precedent in the legal system.	x	x	x				x		
BL.1.2.8	Define statutory law, identify the purposes of statutory law, and describe how a bill becomes a statute.	x	x	x				x		
BL.1.2.9	Locate, interpret, and apply specific statutes and administrative regulations.	x	x	x			x	x		
BL.1.2.10	Define regulations and explain how administrative agencies create regulations.	x	x	x				x		
BL.1.2.11	Analyze the constitutionality of various statutes and regulations.	x	x	x				x		
BL.1.2.12	Analyze specific cases by stating the facts, finding the legal question, apply the law, and resolving the issue.	x	x	x						

	Standard 1.3: Describe the structure of the adult and juvenile court systems . INSPIRE>EBSCO-Host>MasterFile Premier, Business Source Premier, TopicSearch								
BL.1.3.1	Describe the basic structure of the national, state, and local court system.	x	x	x					
BL.1.3.2	Explain the role of the national and state appellate courts.	x	x	x				x	x
BL.1.3.3	Differentiate between the roles of the U.S. Supreme Court and state supreme courts.	x	x	x				x	
BL.1.3.4	Illustrate the makeup of the U.S. Supreme Court.	x	x	x				x	
BL.1.3.5	Analyze the reasons that certain cases reach the U.S. Supreme Court.	x	x	x				x	
BL.1.3.6	Differentiate among cases that belong within the jurisdiction of the federal, state, and local court systems.	x	x	x				x	
BL.1.3.7	Compare the role of the juvenile court with the role of other courts within a state.	x	x	x			x	x	
BL.1.3.8	Distinguish among the roles of the legal professionals, such as judges, lawyers, and paralegals.	x	x	x				x	
	Standard 1.4: Describe the different classifications of procedural and substantive law . INSPIRE>EBSCO-Host>MasterFile Premier, Business Source Premier, TopicSearch								
BL.1.4.1	Distinguish between procedural and substantive law.	x	x	x			x		
BL.1.4.2	Define and explain the advantages and disadvantages of negotiation, arbitration, mediation, conciliation, and litigation.	x	x	x					x
BL.1.4.3	Compare and contrast the steps in a civil law suit with the steps in a criminal prosecution.	x	x	x				x	
BL.1.4.4	Describe the appellate process in criminal and civil cases.	x	x	x					
BL.1.4.5	Distinguish between civil and criminal law.	x	x	x			x		
BL.1.4.6	Distinguish between a tort and a crime.	x	x	x			x		
BL.1.4.7	Describe the penalties available for criminal law and the remedies available in tort law.	x	x	x					
BL.1.4.8	Describe and discuss the consequences of violating criminal and civil law in different countries.	x	x	x				x	x
BL.1.4.9	Differentiate among categories of crime, such as felonies, misdemeanors, and infractions.	x	x	x				x	
BL.1.4.10	Determine several defenses to criminal acts, such as the insanity defense and self-defense.	x	x	x				x	
BL.1.4.11	Differentiate among the penalties for committing felonies and misdemeanors.	x	x	x				x	
BL.1.4.12	Analyze the statutory criteria for imposing the death penalty.	x	x	x				x	x
BL.1.4.13	Differentiate between survival statutes and wrongful death statutes.	x	x	x					x
BL.1.4.14	Define different types of business crimes, such as arson, forgery, and embezzlement.	x	x	x					
BL.1.4.15	Differentiate between and give examples of negligence and intentional torts.	x	x	x					
BL.1.4.16	Identify different areas of civil law, such as torts, contracts, and property.	x	x	x				x	
BL.1.4.17	Explain the concepts of the reasonable person test and proximate cause.	x	x	x					x
BL.1.4.18	Explain the concept of absolute liability and describe the circumstances under which it is imposed.	x	x	x					x
	Standard 1.5: Understands the concepts and processes involved with law for minors. INSPIRE>EBSCO-Host>MasterFile Premier, Business Source Premier, TopicSearch INSPIRE>Indiana Links>State and Local Government INSPIRE>Kids' Links								
BL.1.5.1	Define who is a minor.	x	x	x					
BL.1.5.2	Explain rights and duties of minors in relationship to the justice system.	x	x	x				x	x
BL.1.5.3	Identify specific laws for minors.	x	x	x					
BL.1.5.4	Compare and contrast the role of the juvenile justice system with the adult justice system.	x	x	x			x		x
BL.1.5.5	Compare the punishments of minors versus adults.	x	x	x			x		x
BL.1.5.6	Explain situations where a minor could be waived to adult courts.	x	x	x					x
BL.1.5.7	Appraise the relationship between school rules and minors.	x	x	x					
BL.1.5.8	Explain rights and duties of a minor in relationship to contract law.	x	x	x				x	x

Computer Law										
	Standard 2.1: Explain how the advances in computer technology impact upon such areas as property law, contract law, criminal law, and international law. INSPIRE>EBSCO-Host>MasterFILE Premier,ERIC, TOPICSearch/Internet Law									
BL.2.1.1	Define the key terms involved in computer law.	x	x	x						
BL.2.1.2	Determine whether a particular computer program would be protected by labeling it a trade secret.	x	x	x						
BL.2.1.3	Determine when a computer program can be protected by a patent and explain the steps in applying for the patent.	x	x	x				x	x	
BL.2.1.4	Determine when a computer program can be protected by a copyright and explain the steps in applying for copyright.	x	x	x				x	x	
BL.2.1.5	Identify the circumstances under which the copyright of a computer program has been violated	x	x	x						
BL.2.1.6	Determine when computer-related contracts are service contracts and when they are sale of goods contracts.	x	x	x						
BL.2.1.7	Explain the need for source code escrow agreements.	x	x	x						x
BL.2.1.8	Outline the various claims and defenses that are available in civil suits involving computer .contracts.	x	x	x				x	x	
BL.2.1.9	Explain how common law, constitutional law, statutory law, and administrative regulations can be used to prevent the use of computers to invade privacy.	x	x	x				x	x	
BL.2.1.10	Outline the various types of federal and state statutes designed to combat computer crime.	x	x	x				x	x	x
BL.2.1.11	Discuss the impact of the law of different countries on computer law.	x	x	x						
BL.2.1.12	Analyze the impact of international law on computer law.	x	x	x						
BL.2.1.13	Discuss the improper use of the Internet and e-mail access.	x	x	x				x	x	x
BL.2.1.14	Discuss the consequences of improper use of the Internet and e-mail usage.	x	x	x				x	x	x
BL.2.1.15	Discuss the rights to privacy.	x	x	x				x	x	x
Contract Law										
	Standard 3.1: Understands the concepts and principles fundamental to contract law . INSPIRE>EBSCO-Host>Business Source Premier									
BL.3.1.1	List the elements required to create a contract.	x	x	x						
BL.3.1.2	Differentiate among classes of contracts, such as bilateral and unilateral; express and implied; and oral and written.	x	x	x						
BL.3.1.3	Determine whether or not an agreement is definite enough to be enforced as a contract.	x	x	x				x	x	
BL.3.1.4	Explain how offer and acceptance can create contractual rights and duties.	x	x	x						x
BL.3.1.5	Define and distinguish between different types of consideration and list the exceptions to the requirements of consideration.	x	x	x						
BL.3.1.6	Describe the various rules applied to the interpretation of contracts.	x	x	x						
BL.3.1.7	Differentiate among the ways that assent can be disrupted, such as fraud, non-disclosure, misrepresentation, mistake, duress, and undue influence.	x	x	x						
BL.3.1.8	Describe the concept of unconscionability and compare it to illegality.	x	x	x						
BL.3.1.9	List the essential information that should be included in writing under the statute of frauds.	x	x	x						
BL.3.1.10	Explain the parole evidence rule.	x	x	x						x
BL.3.1.11	List the ways a contract can be discharged.	x	x	x				x	x	x
BL.3.1.12	Describe breach of contract and the remedies available when a contract is breached.	x	x	x				x	x	x
BL.3.1.13	Explain the various rules applied to contracts involving third parties.	x	x	x				x	x	x
BL.3.1.14	Explain a minor's right to avoid a contract and identify people who lack contractual capacity.	x	x	x				x	x	x
	Standard 3.2: Understand the concepts and principles fundamental to sales agreements. INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Indiana Law & Legal System, Consumers									
BL.3.2.1	Differentiate among goods, services, and real property contracts.	x	x	x				x		x
BL.3.2.2	Distinguish between a sale of goods and other transactions relating to goods.	x	x	x				x	x	
BL.3.2.3	Describe the Uniform Commercial Code (UCC) and explain why the UCC has been adopted by the states.	x	x	x			x			x
BL.3.2.4	Explain when title and risk of loss pass in a sale of goods.	x	x	x						x

BL.3.2.5	List and explain the remedies of the seller when the buyer breaches the sales contract.	x	x	x				x	x	x
BL.3.2.6	List and explain the remedies of the buyer when the seller breaches the sales contract.	x	x	x				x	x	x
BL.3.2.7	List and define the performance obligations of the seller and buyer in a typical sales transaction.	x	x	x				x	x	x
BL.3.2.8	Distinguish between rejection of nonconforming goods and revocation of acceptance.	x	x	x				x	x	
BL.3.2.9	Define the statute of limitations and describe when the time period of this statute usually begins and ends in a sales transaction.	x	x	x				x	x	x
BL.3.2.10	State when a contract for the sale of goods must be evidenced by a writing.	x	x	x						
BL.3.2.11	Identify various types of warranties and describe how each of the warranties may be excluded or modified.	x	x	x			x	x	x	x
BL.3.2.12	Determine the circumstances in which the parties may limit the damage recovery of the opposing party.	x	x	x				x	x	x
	Employment Law									
	Standard 4.1: Analyze the role and importance of employment law as it relates to the conduct of business in the marketplace.									
	INSPIRE>Indiana Links>Access Indiana									
BL.4.1.1	Explain the doctrine of employment-at-will and describe the wrongful discharge exceptions to employment-at-will.	x	x	x				x	x	x
BL.4.1.2	Determine what questions can and cannot be asked during an employment interview.	x	x	x				x	x	x
BL.4.1.3	Demonstrate an understanding of the basis on which employees or applicants may be asked to take tests, such as aptitude, psychological, polygraph, and drug testing.	x	x	x	x	x	x	x	x	x
BL.4.1.4	Explain the relationship of Title VII of the Civil Rights Act to employment.	x	x	x				x	x	x
BL.4.1.5	Explain the difference between disparate treatment and disparate impact in discrimination cases.	x	x	x				x	x	x
BL.4.1.6	Identify other legislation that regulates employee rights, such as the Americans with Disabilities Act, the Age Discrimination in Employment Act, and the Family and Medical Leave Act	x	x	x			x	x	x	x
BL.4.1.7	Identify legislation that regulates employment conditions, such as the Fair Labor Standards Act, the Immigration Reform and Control Act, and the Occupational Safety and Health Act.	x	x	x			x	x	x	x
BL.4.1.8	Determine legislation which guarantees worker benefits, such as unemployment insurance legislation, pension protection legislation, workers' compensation legislation, and social security legislation.	x	x	x				x	x	x
BL.4.1.9	Identify legislation that regulates union activities, such as the National Labor Relations Acts, the Taft-Hartley Act, and the Landrum-Griffin Act.	x	x	x			x	x	x	x
BL.4.1.10	Describe the collective bargaining process.	x	x	x				x	x	x
	Standard 4.2: Analyze the role and importance of agency law as it relates to the conduct of business in the marketplace.									
	INSPIRE>Indiana Links>Access Indiana									
BL.4.2.1	Distinguish between an agent and individuals, such as independent contractors, real estate brokers, bailees, and trustees.	x	x	x						
BL.4.2.2	Demonstrate an understanding of the nature of an agency relationship and list the ways agency relationships may be created.	x	x	x	x	x	x	x	x	x
BL.4.2.3	Explain the different types of agents.	x	x	x						x
BL.4.2.4	Differentiate among the types of agency authority, such as express, incidental, customary, and apparent.	x	x	x				x		x
BL.4.2.5	Explain the duties an agent owes the principal and explain the duties the principal owes the agent.	x	x	x						x
BL.4.2.6	Distinguish between a general power of attorney and a limited power of attorney.	x	x	x					x	x
BL.4.2.7	Define ratification and its elements.	x	x	x						
BL.4.2.8	Describe when and how an agent can become liable to a third party in a contract.	x	x	x				x	x	x
BL.4.2.9	List and explain the methods by which an agency can be terminated by acts of the parties and by operation of law.	x	x	x				x	x	x
BL.4.2.10	Explain the principal's liability to third parties when contracting through an agent.	x	x	x				x	x	x

Personal Law									
	Standard 5.1: <i>Analyze the functions/uses of commercial paper.</i> INSPIRE>Indiana Links>Consumers INSPIRE>EBSCO-Host>Business Source Premier, TOPICSearch								
BL.5.1.1	Explain the importance and function of commercial paper.	x	x	x					
BL.5.1.2	Identify and explain the essential elements of a negotiable instrument.	x	x	x			x		x
BL.5.1.3	Describe the different types of negotiable instruments and different types of endorsement.	x	x	x					
BL.5.1.4	Explain the contractual relationship between the bank and its customers.	x	x	x				x	x
BL.5.1.5	Describe stop-payment orders.	x	x	x					x
BL.5.1.6	Describe the legal effect of forgeries and material alterations.	x	x	x				x	x
BL.5.1.7	Illustrate the importance of warranty liability and its relationship to endorsement liability .	x		x		x		x	x
BL.5.1.8	Demonstrate an understanding of the concept of “negotiability” and distinguish it from “assignability”.	x	x	x	x	x	x	x	x
BL.5.1.9	Explain the difference between negotiation of order paper and negotiation of bearer paper.	x	x	x					x
BL.5.1.10	Explain the nature of a letter of credit and the liabilities of the various parties to a letter of credit.	x	x	x					x
BL.5.1.11	Define the major types of collateral.	x	x	x				x	x
BL.5.1.12	Compare the two methods used to create a security interest.	x	x	x			x		
BL.5.1.13	Describe a secured transaction and explain the requirements for creating a valid security interest.	x	x	x					
BL.5.1.14	Distinguish between primary parties and secondary parties.	x	x	x					
BL.5.1.15	Compare secured credit sales of consumer goods and secured credit sales of inventory.	x	x	x					
BL.5.1.16	Explain the rights of the parties upon the debtor's default.	x	x	x				x	x
BL.5.1.17	Compare a contract of surety ship from a contract of guaranty.	x	x	x					
BL.5.1.18	Define the parties to a contract of surety ship and a contract of guaranty.	x	x	x					
BL.5.1.19	Explain the types of defenses that are available to a surety.	x	x	x					x
BL.5.1.20	Define after-acquired property and future advances.	x	x	x					
BL.5.1.21	List the requirements for becoming a holder in due course.	x	x	x					
BL.5.1.22	Distinguish between an ordinary holder and a holder in due course and explain the rights of a holder in due course.	x	x	x					
BL.5.1.23	List and explain the universal defenses available against all holders.	x	x	x			x		
BL.5.1.24	List and explain the importance of giving notice of dishonor and when such notice is excused.	x	x	x			x		
BL.5.1.25	List and explain the various methods of discharge and distinguish the discharge of individual .parties from the discharge of all parties.	x	x	x			x		
BL.5.1.26	Describe presentment for payment and presentment for acceptance.	x	x	x					
	Standard 5.2: <i>Understands the concepts and functions needed to make insurance buying decisions.</i> INSPIRE>Indiana Links>Consumers INSPIRE>EBSCO-Host>Business Source Premier, TOPICSearch								
BL.5.2.1	Define insurance and differentiate between requirements for an insurable interest for property insurance with those needed for life insurance.	x	x	x					
BL.5.2.2	Compare and contrast the different types of life insurance, such as ordinary, limited payment, endowment, and term.	x	x	x			x		
BL.5.2.3	Compare and contrast the different types of property insurance, such as automobile, home owner's, marine, and universal life.	x	x	x			x		
BL.5.2.4	Explain some of the differences in health insurance coverages.	x	x	x				x	x
	Standard 5.3: <i>Understands the processes involved in bankruptcy.</i> INSPIRE>Indiana Links>Consumers INSPIRE>EBSCO-Host>Business Source Premier, TOPICSearch								
BL.5.3.1	Describe and discuss the various aspects of bankruptcy, such as liquidation, reorganization, and reorganization of debts	x	x	x			x	x	x
BL.5.3.2	Compare the differences between voluntary bankruptcy and involuntary bankruptcy cases.	x	x	x					

BL.5.3.3	Identify and discuss alternatives to bankruptcy.	x	x	x			x	x	x	
BL.5.3.4	Identify debts which are not extinguished by bankruptcy.	x	x	x						
BL.5.3.5	Explain the procedure for the administration of the debtor's estate.	x	x	x						
BL.5.3.6	Discuss the distribution of the estate on liquidation.	x	x	x						
BL.5.3.7	Explain the effects of bankruptcy on credit card debt, revolving loans, and debit cards.	x	x	x				x	x	
	Standard 5.4: Understands the concepts and processes needed to plan a will and an estate . INSPIRE>Indiana Links>Consumers INSPIRE>EBSCO-Host>Business Source Premier, TOPICSearch									
BL.5.4.	Identify the requirements necessary for a valid will.	x	x	x				x		
BL.5.4.1	Define testamentary capacity and testamentary intent.	x	x	x				x		
BL.5.4.2	Distinguish between signing, attesting, and publishing a will.	x	x	x				x		
BL.5.4.3	Explain how a will may be modified or revoked.	x	x	x				x	x	x
BL.5.4.4	Distinguish between the protection given to spouses and to children under the law of wills.	x	x	x				x		
BL.5.4.5	Identify the responsibilities of an executor or administrator in the settlement of an estate.	x	x	x			x	x	x	
BL.5.4.6	Identify the rights and duties of beneficiaries.	x	x	x				x	x	
BL.5.4.7	Explain what happens to a decedent's estate when a person dies without a will.	x	x	x				x		
BL.5.4.8	Describe the probating and contesting of a will.	x	x	x				x		
BL.5.4.9	Identify the key characteristics of estate planning.	x	x	x			x	x		
BL.5.4.10	Differentiate among the various types of trusts, such as charitable, private, spendthrift, revocable, and irrevocable trusts.	x	x	x				x	x	
BL.5.4.11	Identify the powers and duties of trustees.	x	x	x			x	x	x	
BL.5.4.12	Explain the advantages and disadvantages of doing estate planning.	x	x	x			x	x		
	Standard 5.5: Understands the concepts, functions, and processes of family law. INSPIRE>Indiana Links>Consumers INSPIRE>EBSCO-Host>Business Source Premier, TOPICSearch									
BL.5.5.1	Define marriage and explain the rights and obligations that are involved in marriage.	x	x	x				x		
BL.5.5.2	Contrast the age requirements for marriage under the laws of different states and different national legal systems.	x	x	x				x		
BL.5.5.3	Identify the issues and concerns that might be included in a prenuptial agreement.	x	x	x				x		
BL.5.5.4	Distinguish between common law and ceremonial marriages.	x	x	x				x		
BL.5.5.5	Identify the types of marriages that are prohibited by law.	x	x	x			x	x		
BL.5.5.6	Discuss the impact of the law of different countries on marriage and the rights and obligations involved in marriage.	x		x				x		x
BL.5.5.7	Contrast annulment, divorce, and dissolution proceedings.	x	x	x				x		
BL.5.5.8	Explain some of the typical grounds for divorce.	x	x	x				x		x
BL.5.5.9	Describe the law as it relates to the distribution of property in a divorce.	x	x	x				x		
BL.5.5.10	Explain the law of domestic relations as it relates to child custody.	x	x	x				x		
BL.5.5.11	Outline the law of domestic relations as it relates to child support.	x	x	x				x		
BL.5.5.12	Debate the issues of child abuse, spousal abuse, and intra-family lawsuits.	x	x	x				x		
BL.5.5.13	Explain laws governing emancipation.	x	x	x				x		
	Property Law									
	Standard 6.1: Analyze the legal rules that apply to personal property.									
BL.6.1.1	Define real property, personal property, and fixtures and explain why property distinctions are important.	x	x	x				x		
BL.6.1.2	List different methods by which property is acquired.	x	x	x				x		
BL.6.1.3	Define intellectual property and list types of intellectual property.	x	x	x				x		
BL.6.1.4	Identify the forms of co-ownership of personal property.	x	x	x				x		
BL.6.1.5	Explain how a bailment is created and describe the standard of care bailees are required to exercise over bailed property.	x	x	x				x		

BL.6.1.6	Distinguish between an ordinary bailment and a special bailment.	x	x	x				x		x
BL.6.1.7	Explain the effect of a sale-on-consignment and a sale-on-approval.	x	x	x				x		
BL.6.1.8	Identify a common carrier's liability for loss or damage to goods.	x	x	x			x	x		
BL.6.1.9	Determine a hotel keeper's liability.	x	x	x				x		
	Standard 6.2: Analyze the legal rules that apply to real property. INSPIRE>Indiana Links>Access Indiana									
BL.6.2.1	Distinguish between a lease and a deed.	x	x	x						
BL.6.2.2	Distinguish among liens, licenses, and easements and explain the differences.	x	x	x			x			
BL.6.2.3	List the major estates in land and describe the major features of each.	x	x	x						
BL.6.2.4	List and describe the forms of co-ownership of real property.	x	x	x						
BL.6.2.5	Illustrate the method of transferring title (deeding) to real property.	x	x	x			x			
BL.6.2.6	Describe the kinds of rental relationships that landlords and tenants may create.	x	x	x						
BL.6.2.7	Identify federal, state, and local statutes that affect the landlord-tenant relationship.	x	x	x						
BL.6.2.8	Explain the rights and obligations of landlords and tenants on the termination of a lease.	x	x	x						
BL.6.2.9	Describe the function of warranty and quit claim deeds.	x	x	x						
BL.6.2.10	Determine methods of transferring real property other than by sale.	x	x	x						

INDICATOR NUMBER	<p align="center">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION</p> <p align="center">Release date 2000</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Business, College Level									
	Business Marketing									
	Standard 1.1: Understand the role of technology in marketing and describe how it can be used to improve marketing effectiveness . INSPIRE>Indiana Links>Business>Business Links INSPIRE>EBSCO-Host>Corporate ResourceNet									
BCL.1.1.1	Explain how consumer databases can be used to better identify, reach and satisfy customers.	X	X	X				X		
BCL.1.1.2	Explain how the Internet can be used to increase promotion and distribution effectiveness.	X	X	X				X	X	X
	Standard 1.2: Understand the marketing concept and describe how successful business organizations apply it.									
BCL.1.2.1	Explain what the marketing concept is and how it evolved.	X	X	X						
BCL.1.2.2	Identify what customer satisfaction is and why it is important to marketers.	X	X	X			X			
BCL.1.2.3	Know what environmental scanning (competitive, economic, technical, legal/regulatory, socio-cultural) is and why it is important in developing a marketing plan.	X	X	X				X	X	X
BCL.1.2.4	Explain the marketing research process, and the purpose of marketing research.	X	X	X			X	X		
BCL.1.2.5	Explain the concept of market segmentation and how it is used to develop target markets.	X	X	X				X		
BCL.1.2.6	Know the elements of the marketing mix (product, price, place and promotion) and why all are important for achieving marketing goals.	X	X	X			X	X		
	Business Environment									
	Standard 2.1: Acquire knowledge of global and domestic economics that enables students to be intelligent consumers of news reports and analysts of issues related to these areas. INSPIRE>Indiana Links>Business>Business Links INSPIRE>EBSCO-Host>Corporate ResourceNet									
BCL.2.1.1	Define the concept of an economic system.	X	X							
BCL.2.1.2	Compare types of economic systems and how they control the factors of production (resources) and competition; identify criteria that can be used to evaluate the success of an economic system.	X	X					X		
	Standard 2.2: Acquire knowledge of ethical behavior, social responsibility, and legal aspects of business that enables students to analyze consumers, employees, and employers' rights and responsibilities.									
BCL.2.2.1	Explain the meaning of and compare/contrast statutory, common, and regulatory law.	X	X	X				X		
BCL.2.2.2	Explain how an individual develops a personal code of ethics and analyze situations that show the importance of ethics in the workplace.	X	X	X	X	X	X	X	X	X
BCL.2.2.3	Distinguish business social responsibility from ethics.	X	X	X						

BCL.2.2.4	Analyze ways in which social, cultural, economic, legal, ethical, and political differences among nations affect international business.	X	X	X	X	X	X	X	X	X
	Standard 2.3: Acquire knowledge of factors that bring about change in the business environment that enable students to analyze the factors that bring about economic, demographic, and social change.									
BCL.2.3.1	Identify patterns of change in global economies and analyze how they could affect different industries.	X	X	X	X	X	X	X	X	X
	Business Finance									
	Standard 3.1: Demonstrate an understanding of the role of financial management in the business process by making appropriate financial decisions. INSPIRE>Indiana Links>Business>Business Links INSPIRE>EBSCO-Host>Corporate ResourceNet									
BCL.3.1.1	Identify short-term (operating) expenditures and sources of short-term funds.	X	X	X						
BCL.3.1.2	Identify long-term (capital) expenditures and sources of long-term funds.	X	X	X						
BCL.3.1.3	Investigate how poor cash flow, inadequate expense control and under-capitalization affect a business.	X	X	X						
BCL.3.1.4	Explain the importance of financial planning and state what activities are part of the financial planning.	X	X	X				X		X
BCL.3.1.5	Compare and contrast debt and equity financing.	X	X	X			X			
	Standard 3.2: Understand the functions of money and financial institutions. INSPIRE>Indiana Links>Kids' Links>Discovery School									
BCL.3.2.1	Describe the functions and characteristics of money.	X	X	X						
BCL.3.2.2	Briefly outline the history of banking since the Great Depression.	X	X	X						
BCL.3.2.3	Define depository institutions and non-depository institutions and explain their role as financial intermediaries today and in the future.	X	X	X					X	
BCL.3.2.4	Describe the structure and functions of the Federal Reserve System.	X	X	X					X	
	Standard 3.3: Understand risk and strategies for risk management and apply the proper strategy to a situation.									
BCL.3.3.1	Define risk management and outline the risk management process.	X	X	X						
BCL.3.3.2	Identify and describe the four basic strategies of risk management.	X	X	X						
BCL.3.3.3	Differentiate between insurable and uninsurable risks.	X	X	X				X		X
BCL.3.3.4	Classify the basic types of insurance.	X	X	X						
	Standard 3.4: Understand the securities markets and the investment process. INSPIRE>Indiana Links>Kids' Links>Discovery School									
BCL.3.4.1	Identify the types of marketable securities and the markets through which they are sold.	X	X	X				X		
BCL.3.4.2	Outline the process by which companies raise funds through stock issues.	X	X	X				X		
BCL.3.4.3	Identify different methods of placing orders and methods of financing purchases.	X	X	X				X	X	
BCL.3.4.4	Recognize how investing in securities can help meet financial goals.	X	X	X				X	X	
	Business Organization									
	Standard 4.1: Understand how business ownership decisions are made. INSPIRE>Indiana Links>Business INSPIRE>EBSCO-Host>Business Source Premier									
BCL.4.1.1	Identify the major forms of business ownership.	X	X	X				X		
BCL.4.1.2	Compare the advantages and disadvantages of the major forms of ownership.	X	X	X				X		
BCL.4.1.3	Explain the basic issues involved in choosing a form of ownership.	X	X	X				X		
BCL.4.1.4	Identify issues in corporate mergers and acquisitions.	X	X	X						
BCL.4.1.5	Explain the concept of franchising and other types of business organization.	X	X	X						X

Business Management										
	Standard 5.1: Understand the functions, roles, and skills of managers so that students gain insight into their personal and professional lives. INSPIRE>Indiana Links>Business INSPIRE>EBSCO-Host>Business Source Premier									
BCL.5.1.1	Define the scope of management and the functions of management.	X	X	X						
BCL.5.1.2	Identify the levels of managers.	X	X	X						
BCL.5.1.3	Describe the skills needed by managers and leadership styles of managers.	X	X	X						
	Standard 5.2: Identify the challenges of management in a diverse workplace. INSPIRE>Indiana Links>Business INSPIRE>EBSCO-Host>Business Source Premier									
BCL.5.2.1	Explain, compare, and contrast the major theories of worker motivation.	X	X	X						
BCL.5.2.2	Describe different methods businesses use to enhance job satisfaction, motivation, and diversity issues.	X	X	X						
BCL.5.2.3	Explain the importance of human resource management.	X	X	X						X
BCL.5.2.4	Explain methods used by business to find and keep the best employees.	X	X	X						X
BCL.5.2.5	Review major government legislation affecting human resource management.	X	X	X				X	X	
BCL.5.2.6	Describe the role of labor unions in the business environment.	X	X	X				X	X	X
	Standard 5.3: Understand how management relates to achievement of organizational goals. INSPIRE>Indiana Links>Business INSPIRE>EBSCO-Host>Business Source Premier									
BCL.5.3.1	Describe the importance of developing a corporate mission, setting goals, planning corporate strategy, and developing operational plans.	X	X	X				X	X	X
BCL.5.3.2	Compare the corporate strategies of companies in the same industry.	X	X	X				X		
BCL.5.3.3	Identify how employee performance is tied to the goals of a company.	X	X	X						
BCL.5.3.4	Compare the chain of command used by several different types of businesses.	X	X	X					X	
BCL.5.3.5	Compare the advantages and disadvantages of centralized and decentralized authority.	X	X	X					X	
BCL.5.3.6	Compare the advantages and disadvantages of different methods of departmentalizing an organization.	X	X	X						
	Standard 5.4: Explain the factors which must be considered in the production of goods and services of a business.									
BCL.5.4.1	Compare the production process used in several types of businesses.	X	X	X			X			
	Standard 5.5: Explain why an effective information system is so important to a company; explain how computers are used in business. INSPIRE>EBSCO-Host>Communication & Mass Media Complete									
BCL.5.5.1	Distinguish between data and information.	X	X	X			X			
BCL.5.5.2	Compare different ways companies use information to achieve their objectives.	X	X	X				X	X	
BCL.5.5.3	Classify the major types of computer systems used in business.	X	X	X						
BCL.5.5.4	Identify the major elements of a computer system.	X	X	X						
BCL.5.5.5	Explain the purpose of computer networks.	X	X	X						X
BCL.5.5.6	Illustrate a networked computer system.	X	X	X			X	X		
BCL.5.5.7	Discuss current issues regarding computer security and privacy.	X	X	X	X	X	X	X	X	X
	Standard 5.6: Understand the role small business plays in the U.S. economy; understand the factors which must be considered when starting a new business . INSPIRE>EBSCO-Host>Business Source Premier									
BCL.5.6.1	Describe the economic role and impact of small businesses in the U.S. and local economy.	X	X	X				X	X	
BCL.5.6.2	Explain the factors to consider in starting a new business.	X	X	X						
BCL.5.6.3	Describe sources of help for the entrepreneur.	X	X	X				X		

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		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Business Foundations									
	Business Law									
	Standard 1.1: <i>Analyze the relationship between ethics and the law and describe the sources of the law.</i> INSPIRE>Indiana Links>Access Indiana,State & Local Government									
BF.1.1.1	Identify ethical/unethical character traits.	X	X	X	X	X	X	X	X	X
BF.1.1.2	Identify the consequences of unethical and illegal conduct.	X	X	X					X	
BF.1.1.3	Describe the different ethical standards of various cultures.	X	X	X	X	X	X	X	X	X
BF.1.1.4	Identify ethical issues resulting from technological advances.	X	X	X				X	X	
BF.1.1.5	Explain a consumer's responsibility under the law.	X	X	X				X	X	
BF.1.1.6	Identify legislation which regulates consumer credit, such as:							X		
	Fair Credit Reporting Act	X	X	X				X	X	
	Fair Credit Billing Act	X	X	X				X	X	
	Equal Credit Opportunity Act	X	X	X				X	X	
	Fair Credit Collection Practices	X	X	X				X	X	
	Consumer Credit Protection Act	X	X	X				X	X	
BF.1.1.7	Identify consumer protection legislation, such as:									
	Federal Trade Commission Act	X	X	X				X	X	
	Consumer Product Safety Act	X	X	X				X	X	
	Consumer Leasing Act	X	X	X				X	X	
BF.1.1.8	Demonstrate an understanding of the nature of a contractual relationship.	X	X	X	X	X	X	X	X	X
BF.1.1.9	Differentiate among goods, services, and real property contracts.	X	X	X					X	
BF.1.1.10	Identify protection available for persons who develop, compose, and create new products and ideas.	X	X	X				X	X	
BF.1.1.11	Identify the two major types of warranties and explain how they apply to purchases.	X	X	X				X	X	
	Economic/Global Awareness									
	Standard 2.1: <i>Identify opportunity costs and trade-offs involved in making choices about how to use scarce economic resources.</i> INSPIRE>EBSCO-Host>Business Source Premier									
BF.2.1.1	Define and give examples of economic wants and needs.	X	X	X						
BF.2.1.2	Explain how economic wants and needs are satisfied.	X	X	X						
BF.2.1.3	Identify the resources that are used to satisfy economic wants and needs.	X	X	X						
BF.2.1.4	Define and give examples of scarcity.	X	X	X						

BF.2.1.5	Explain and give examples of the opportunity costs of economic choices made by individuals and society.	x	x	x				x	x	
	Standard 2.2: Use a rational decision-making process as it applies to the roles of citizens, workers, and consumers. INSPIRE>EBSCO-Host>Business Source Premier									
BF.2.2.1	Apply a rational decision-making process to an economic situation in both individual and group settings.	x	x	x	x	x	x	x	x	x
	Standard 2.3: Explain the importance of productivity; discuss how specialization, division of labor, saving, investment in capital goods and human resources, and technological change affect productivity.									
BF.2.3.1	Define and give examples of specialization and its effect on the economy.	x	x	x				x	x	x
BF.2.3.2	Explain the necessity for trade in a society.	x	x	x				x		x
	Standard 2.4: Explain why societies develop economic systems and identify the basic features of different economic systems. INSPIRE>EBSCO-Host>MasterFL Premier, TOPICSearch, Business Source Premier									
BF.2.4.1	Discuss advantages and disadvantages of different types of economic systems.									
	INSPIRE>EBSCO-Host>MasterFL Premier, TOPICSearch, Business Source Premier	x	x	x						
BF.2.4.2	Describe the components of circular flow of economic activity and illustrate how they interact.	x	x	x						
BF.2.4.3	Explain how cultural traditions and customs influence economic behavior in our society.	x	x	x				x	x	x
	Standard 2.5: Explain the role of exchange and money in an economic system and describe the interdependence on economic activity.									
BF.2.5.1	Explain the meaning of exchange and interdependence.	x	x	x						
BF.2.5.2	Describe the concept of barter and explain its limitations.	x	x	x						
BF.2.5.3	Explain why the exchange of goods and services encourages specialization.	x	x	x						
	Standard 2.6: Analyze the role of the law of supply and demand. INSPIRE>Indiana Links>Kids' Links									
BF.2.6.1	Describe supply and demand.	x	x	x				x		
BF.2.6.2	Explain why quantity demanded and quantity supplied change with price levels.	x	x	x				x	x	
BF.2.6.3	Identify determinants of supply and demand for goods and services.	x	x	x				x	x	
BF.2.6.4	Explain how decisions made by individual consumers and producers affect supply and demand.	x	x	x				x	x	
	Standard 2.7: Describe different types of competitive structures. INSPIRE>EBSCO-Host>MasterFILE Premier, TOPICSearch, Business Source Premier									
BF.2.7.1	Recognize that buyers and sellers establish prices of identical and similar products in settings called markets.	x	x	x						
BF.2.7.2	Explain how competition among buyers and sellers generally results in changes in prices for buyers and in profits for sellers.	x	x	x					x	
	Standard 2.8: Explain the roles of importing and exporting and analyze their impact on the economy. INSPIRE>EBSCO-Host>MasterFILE Premier, TOPICSearch, Business Source Premier									
BF.2.8.1	Identify resources that are abundant or in short supply in the various countries throughout the world .	x	x	x	x	x	x	x	x	x
BF.2.8.2	Identify examples of goods or services that are exported from a particular state and the countries to which they are exported.	x	x	x				x	x	
BF.2.8.3	Identify examples of goods or services that are used in a particular state or community that are imported from another country and the countries from which they are imported.	x	x	x	x	x	x	x	x	x
BF.2.8.4	Explain how specialization promotes international trade and how international trade increases total world output.	x	x	x	x	x	x	x	x	x
BF.2.8.5	Identify various types of currency and the effect of exchange rates on trade between countries.	x	x	x	x	x	x	x	x	x
BF.2.8.6	Identify the effects of tariffs, quotas, and embargoes on international trade.	x	x	x	x	x	x	x	x	x
BF.2.8.7	Explain balance of trade and payments.	x	x	x				x	x	
	Entrepreneurship									
BF.3.1.1	Identify/describe the characteristics of a successful entrepreneur.	x	x	x						
BF.3.1.2	Recognize one's own personal traits that are typical characteristics of an entrepreneur.	x	x	x						
BF.3.1.3	Identify the costs and benefits of choosing to become an entrepreneur.	x	x	x						

BF.3.1.4	Analyze the rewards and risks of owning one's own business.	X	X	X				X	X	X
BF.3.1.5	Differentiate between a manager and an entrepreneur.	X	X	X						
BF.3.1.6	Recognize opportunities from other people's wants and perceived needs.	X	X	X						
	Management									
	Standard 4.1: Illustrate the levels and functions of management. INSPIRE>Indiana Links>Business>Business Links>MarketResearch.com									
BF.4.1.1	Identify the levels of management.	X	X	X						
BF.4.1.2	Give examples of each of the functions of management.	X	X	X						X
BF.4.1.3	Explain the importance for organizing a business.	X	X	X						X
BF.4.1.4	Explain the relationship between labor unions and management.	X	X	X			X			X
BF.4.1.5	List qualities essential for various types of managers.	X	X	X						
	Marketing									
	Standard 5.1: Identify the roles of marketing and analyze the impact of marketing on the individual, business, and society. INSPIRE>Indiana Links>Business>Business Links>MarketResearch.com									
BF.5.1.1	Describe the marketing functions.	X	X	X						
BF.5.1.2	Define the marketing concept.	X	X	X						
BF.5.1.3	Discuss the impact of marketing on personal life.	X	X	X						
	Standard 5.2: Describe the characteristics of product planning.									
BF.5.2.1	Develop new goods/services that are perceived as wanted by consumers; explore their motivation to buy.	X	X	X						
BF.5.2.2	Describe how new goods/services are conceived, developed, and test marketed.	X	X	X			X		X	
	Standard 5.3: Explain the role of pricing in the marketing process.									
BF.5.3.1	Define price.	X	X	X						
BF.5.3.2	State the goals of pricing.	X	X	X						
BF.5.3.3	Identify the factors that will influence a product's price.	X	X	X						
	Standard 5.4: Describe the distribution process.									
BF.5.4.1	Define the channels of distribution and explain their importance to the marketing process.	X	X	X						
BF.5.4.2	Understand the role of the various intermediaries in the channel of distribution.	X	X	X			X		X	
	Standard 5.5: Identify the forms of promotion and determine how each contributes to successful marketing. INSPIRE>EBSCO-Host>Business Source Premier, Communication & Mass Media Complete									
BF.5.5.1	Explain the role of promotion in marketing.	X	X	X						
BF.5.5.2	Identify the various mediums available.	X	X	X						
BF.5.5.3	Differentiate between buying motives.	X	X	X						
BF.5.5.4	Explain the importance of personal selling in a company's operation.	X	X	X						X
	Personal Finance									
	Standard 6.1: Manage limited personal financial resources and recognize that more of the wants and needs of a society can be satisfied through wise consumer decisions. INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Access Indiana									
BF.6.1.1	Determine the financial resources needed to satisfy personal values and goals for a given time period.	X	X	X						
BF.6.1.2	Develop a plan to allocate financial resources to meet an individual's financial goals.	X	X	X	X	X	X	X	X	X
BF.6.1.3	Develop a spending plan to satisfy values and goals for a given time period.	X	X	X	X	X	X	X	X	X
BF.6.1.4	Develop and use a record-keeping plan that accomplishes both short- and long-term goals.	X	X	X	X	X	X	X	X	X
BF.6.1.5	Describe how income and spending patterns change throughout the life cycle for the typical person.	X	X	X						
BF.6.1.6	Identify alternative sources for purchases; explain the variance in prices from different suppliers.	X	X	X	X					

BF.6.1.7	Identify/apply the steps in a rational decision-making process in implementing an effective buying decision.	x	x	x						
BF.6.1.8	Use published consumer resources to collect information for making buying decisions.	x	x	x	x					
BF.6.1.9	Describe/explain the advantages/disadvantages of different saving plans.	x	x	x			x	x		x
BF.6.1.10	Compute the rate of return on a given savings/investment.	x	x	x						
BF.6.1.11	Perform the steps involved in opening/using/maintaining a checking account.	x	x	x	x			x		
BF.6.1.12	Identify different types of financial institutions and the types of services provided.	x	x	x						
BF.6.1.13	Describe/explain the advantages/disadvantages of different types of investments.	x	x	x				x		
BF.6.1.14	Explain the role of the Federal Reserve System.	x	x	x						
BF.6.1.15	Explain the role of credit in the economy.	x	x	x				x	x	
BF.6.1.16	Identify sources of credit, the types of credit offered, and the criteria used in granting credit.	x	x	x						
BF.6.1.17	Select an appropriate form of credit for a particular buying decision.	x	x	x				x	x	x
BF.6.1.18	Determine advantages/disadvantages of credit.	x	x	x						
BF.6.1.19	Explain credit ratings and describe why they are important to consumers in our economic system.	x	x	x				x	x	
BF.6.1.20	Calculate the true cost of credit for various credit uses (e.g., continuing to make minimum credit card payments, total mortgage interest/payment.	x	x	x						
BF.6.1.21	Explain how all types of insurance are based on the concepts of risk sharing and statistical probability.	x	x	x					x	
BF.6.1.22	Identify the types of insurance associated with different types of risk.	x	x	x					x	
BF.6.1.23	Explain why insurance needs change throughout a person's life cycle .	x	x	x						
BF.6.1.24	Describe/explain the purposes and impact of various types of taxes.	x	x	x				x		x

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		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Business Management									
	Functions of Management									
	Standard 1.1: Understands the basic management functions.									
	INSRIRE>Indiana Links>Business>Business Links									
	Planning									
BM.1.1.1	Apply the decision-making process to a business situation.	X	X	X	X	X	X	X	X	X
BM.1.1.2	Describe the role of strategic planning in a business.	X	X	X						
BM.1.1.3	Show factors involved with a strategic plan.	X	X	X						
BM.1.1.4	Describe the process involved in developing a budget.	X	X	X						
	Organizing									
BM.1.1.5	Discuss how the organizing function relates to using various resources to accomplish strategic goals.	X	X	X						
BM.1.1.6	Illustrate how the organization provides accountability through authority and responsibility.	X	X	X						
	Directing									
BM.1.1.7	Identify the need for leadership.	X	X	X						
BM.1.1.8	Explain leadership qualities.	X	X	X			X			
BM.1.1.9	Compare and contrast alternative leadership styles and the appropriate style for a given situation.	X	X	X						
	Controlling and Evaluating									
BM.1.1.10	Define the control function and discuss why it is used in business.	X	X	X				X	X	
BM.1.1.11	Determine the controlling strategy to be used for a given business situation.	X	X	X						
BM.1.1.12	Recommend alternative actions when goals are not being met in a specific situation.	X	X	X						
	Theories of Management									
	Standard 2.1: Investigate the predominate theories of management.									
	INSPIRE>Indiana Links>Business>Business Links									
BM.2.1.1	Discuss differences between Theories X, Y, and Z.	X	X	X				X	X	X
BM.2.1.2	Define Total Quality Management and its evolution (Deming).	X	X	X			X	X	X	X
BM.2.1.3	Outline motivational theories which impact management theory.	X	X	X				X	X	X
BM.2.1.4	Illustrate why current quality theories are a necessity to compete in the global marketplace.	X	X	X	X	X	X	X	X	X
	Financial Management									
	Standard 3.1: Investigate predominate theories of management.									
	INSPIRE>Indiana Links>Business>Business Links									
BM.3.1.1	Analyze the data shown on financial statements and interpret for important management decisions.	X	X	X						

BM.3.1.2	Calculate financial ratios given a set of financial data.	X	X	X			X			
BM.3.1.3	Identify factors in controlling the fiscal side of business.	X	X	X	X			X	X	
Human Resources Management										
Standard 4.1: Understands the employee development process. INSPIRE>Indiana Links>Jobs										
BM.4.1.1	Specify different types of orientation and training needed for successful employee performance.	X	X	X						
BM.4.1.2	State why professional development is a shared responsibility between the business and the individual.	X	X	X						
BM.4.1.3	Discuss the benefits of other forms of employee development.	X	X	X						
Standard 4.2: Understands the purpose and consequences of employee evaluation. INSPIRE>Indiana Links>Jobs										
BM.4.2.1	Outline the consequences of positive or negative performance appraisals.	X	X	X						
BM.4.2.2	State the procedures used in the evaluation process.	X	X	X						
BM.4.2.3	Describe the legal implications of using performance appraisals to terminate or demote employees.	X	X	X				X	X	
Standard 4.3: Understands employee recruiting and selection. INSPIRE>Indiana Links>Jobs										
BM.4.3.1	Identify recruitment sources.	X	X	X						
BM.4.3.2	Describe the importance of legislation affecting the selection process.	X	X	X				X	X	
BM.4.3.3	Identify common selection tools.	X	X	X						
BM.4.3.4	Discuss job descriptions and how they relate to the recruitment process.	X	X	X						
Standard 4.4: Understands labor contract implementation. INSPIRE>Indiana Links>Jobs, Access Indiana, Business										
BM.4.4.1	Categorize the common elements of a labor contract.	X	X	X				X	X	X
BM.4.4.2	Identify procedures involved in the grievance process.	X	X	X				X	X	X
BM.4.4.3	Discuss the role of human resource personnel in the collective bargaining process.	X	X	X				X	X	X
Standard 4.5: Understands compensation and benefits packages. INSPIRE>Indiana Links>Jobs, Access Indiana, Business										
BM.4.5.1	Describe policies and procedures used to determine compensation.	X	X	X	X					
BM.4.5.2	Examine criteria for promoting employees.	X	X	X						
BM.4.5.3	Compare/contrast the relative merits of internal promotion vs. hiring from outside.	X	X	X	X					
BM.4.5.4	Identify the decisions faced by employees in selecting and paying for their benefits.	X	X	X						X
Standard 4.6: Understands policies and procedures involved in separation, termination, and transition.										
BM.4.6.1	Discuss how internal and external factors cause downsizing.	X	X	X				X	X	X
BM.4.6.2	Specify the consequences of downsizing on the individual, the company, the economy and society.	X	X	X				X	X	X
Standard 4.7: Understands internal communication with employees. INSPIRE>EBSCO-Host>Communication & Media Complete, Business Source										
BM.4.7.1	Describe the formal, informal, verbal and non-verbal methods of communication.	X	X	X						
BM.4.7.2	Differentiate among the various electronic and non-electronic communication methods.	X	X	X				X	X	
BM.4.7.3	Explain the importance of timely communication of information pertinent to employees.	X	X	X						
Organizational Structure										
Standard 5.1: Understands organizational structures. INSPIRE>EBSCO-Host>Communication & Media Complete, Business Source										
BM.5.1.1	Discuss a variety of organizational models.	X	X	X						
BM.5.1.2	Relate components of an organizational chart.	X	X	X						
BM.5.1.3	Examine the evolution of organizational structure as a company changes due to internal and external forces.	X	X	X						

General Management Skills										
Standard 6.1: Understands fundamental management skills. INSPIRE>EBSCO-Host>Communication & Media Complete, Business Source										
BM.6.1.1	Discuss the importance of time management, both professionally and personally including the consequences of poor time management skills.	X	X	X						
BM.6.1.2	Identify available resources useful for making professional contacts.	X	X	X						
BM.6.1.3	Understand the importance of communication.	X	X	X	X	X	X	X	X	X
BM.6.1.4	Understand the importance of customer service.	X	X	X	X	X	X	X	X	X
Ethics										
Standard 7.1: Comprehends ethics relative to the business world. INSPIRE>Indiana Links>Business, Access Indiana										
BM.7.1.1	Describe types of ethical models.	X	X	X				X	X	X
BM.7.1.2	Illustrate results of unethical behavior.	X	X	X	X	X	X	X	X	X
BM.7.1.3	Outline a business code of ethics.	X	X	X						
Government Regulations										
Standard 8.1: Understands the effects of government regulations on business. INSPIRE>Indiana Links>Business, Access Indiana										
BM.8.1.1	Outline specific ways in which a company can help its community.	X	X	X	X	X	X	X	X	X
BM.8.1.2	Describe how various laws impact the operation of business.	X	X	X			X	X	X	X
Operations Management										
Standard 9.1: Understands management's role in product design, production scheduling, materials acquisition, and inventory. INSPIRE>Indiana Links>Business, Access Indiana										
BM.9.1.1	Analyze the factors of operations management.	X	X	X				X	X	X
BM.9.1.2	Discuss the problems associated with a surplus or shortage of inventory.	X	X	X				X	X	X
BM.9.1.3	Apply methods used to count and inspect incoming inventory.	X	X	X				X	X	X
BM.9.1.4	Outline the basic types of inventory carried by a manufacturing firm.	X	X	X				X	X	X
BM.9.1.5	Analyze appropriate situations in which a just in time inventory system can be used.	X	X	X				X	X	X
BM.9.1.6	Identify factors considered when selecting suppliers.	X	X	X				X	X	X
BM.9.1.7	Compare/contrast the production of parts internally vs. procurement from external sources.	X	X	X	X		X	X	X	X

INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION</p> <p style="text-align: center;">Release date 2000</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Business Math/Personal Finance									
	Fundamental Math Concepts									
	Standard 1: <i>Demonstrate an understanding of fundamental mathematical concepts in order to solve real world problems.</i> INSPIRE>Kids' Links>Homework Helper/Math									
	Understanding									
BMT.1.1.1	Compute sums, differences, products, and quotients of whole numbers, fractions, decimals, and integers.	X	X	X						
BMT.1.1.2	Change fractions to decimals and decimals to fractions.	X	X	X						
BMT.1.1.3	Use percents, decimals, and fractions to solve problems.	X	X	X						
BMT.1.1.4	Round numbers for estimation and other purposes.	X	X	X						
	Problem-Solving									
BMT.1.1.5	Solve real world problems that involve whole numbers, decimals, and fractions including use of appropriate conversions when necessary.	X	X	X						
BMT.1.1.6	Communicate understanding of problems through oral and written means.	X	X	X						
BMT.1.1.7	Compare computed results with estimated results to determine if the solution is reasonable.	X	X	X						
	Data Analysis and Interpretation									
	Content Standard 2.1: <i>Demonstrate an understanding of graphs, tables, and common statistical procedures and their applications to real life situations.</i> INSPIRE>Kids' Links>Homework Helper/Math									
	Construct, Read, and Interpret Tables, Charts, and Graphs									
BMT.2.1.1	Collect and organize data from real world situations.	X	X	X				X	X	
BMT.2.1.2	Construct graphs and tables.	X	X	X	X	X	X	X	X	X
BMT.2.1.3	Read, interpret, and analyze graphs and/or tables.	X	X	X						
	Using Common Statistical Measures									
BMT.2.1.4	Calculate measures of central tendency.	X	X	X						
BMT.2.1.5	Use probability concepts to solve problems involving uncertainty.	X	X	X						

Measurements										
Standard 3.1: Use common international standards of measurement in solving real-world applications. INSPIRE>Kids' Links>Homework Helper/Math INSPIRE>Indiana Links>Business										
Units of Measure—Time, Currency, Length, Volume, Weight										
BMT.3.1.1	Convert common measurements to equivalent ones within the same standard measurement.	X	X	X						
BMT.3.1.2	Calculate elapsed time—24- and 12-hour clocks.	X	X	X						
BMT.3.1.3	Calculate and analyze time zones.	X	X	X						
BMT.3.1.4	Communicate understanding of problems through oral and written means.	X	X	X						
Problems of Measure										
BMT.3.1.5	Solve problems using various types of measurement.	X	X	X						
BMT.3.1.6	Choose the appropriate metric or customary unit to determine the measure of an object.	X	X	X						
BMT.3.1.7	Estimate and convert American dollars to currency of other countries and vice versa.	X	X	X						
BMT.3.1.8	Calculate area, perimeter, circumference, diameter, and volume of squares, rectangles, and circles.	X	X	X			X			
Business Applications										
Standard 4.1: Utilize problem-solving skills and strategies in the world of business and industry. INSPIRE>Kids' Links>Homework Helper/Math INSPIRE>Indiana Links>Business										
Problem-Solving Using Formulas/Algebra										
BMT.4.1.1	Select appropriate formulas.	X	X	X						
BMT.4.1.2	Solve problems related to banking, credit, taxes, purchasing, transportation, payroll, and cost of production using the appropriate formula and algebraic principles.	X	X	X						
BMT.4.1.3	Determine if solution is reasonable.	X	X	X						
BMT.4.1.4	Communicate the process used during calculations.	X	X	X						
Business Problems										
BMT.4.1.5	Maintain and manage personnel records.	X	X	X	X					X
BMT.4.1.6	Demonstrate an understanding of business financial management.	X	X	X						
BMT.4.1.7	Compute and analyze travel expenses.	X	X	X	X					
BMT.4.1.8	Prepare sales records, figure discounts, and find profit on sales.	X	X	X						
BMT.4.1.9	Investigate the expenses for daily operations of a business.	X	X	X						
BMT.4.1.10	Calculate production costs, depreciation, and break-even point.	X	X	X						
Credit										
Standard 5.1: Analyze various credit trends, policies, practices, and procedures in using credit effectively. INSPIRE>Indiana Links> Business, Education, Jobs										
BMT.5.1.1	Analyze sources and types of credit.	X	X	X						
BMT.5.1.2	Calculate and compare interest costs.	X	X	X			X			
BMT.5.1.3	Select an appropriate form of credit for a particular buying decision.	X	X	X						
BMT.5.1.4	Explore credit reporting and its impact on consumers.	X	X	X				X	X	
BMT.5.1.5	Evaluate the current trends involving credit rights and responsibilities.	X	X	X				X	X	X
Financial Planning										
Standard 6.1: Evaluate savings and investment strategies to provide for current and future financial needs. INSPIRE>Indiana Links> Business, Education, Jobs										
BMT.6.1.1	Describe different income and spending patterns.	X	X	X						
BMT.6.1.2	Determine how and why people save.	X	X	X						
BMT.6.1.3	Compare and contrast services that financial institutions provide.	X	X	X						

BMT.6.1.4	Analyze various savings and investment plans.	X	X	X						
BMT.6.1.5	Recommend appropriate personal savings and investment strategies.	X	X	X	X	X	X	X	X	X
BMT.6.1.6	Assess the impact of taxes and inflation on personal financial planning.	X	X	X						
	Money Management									
	Standard 7.1: <i>Manage financial resources through sound budgeting, buying, and banking practices.</i> INSPIRE>Indiana Links> Business, Education, Jobs									
BMT.7.1.1	Formulate a budget.	X	X	X	X	X	X	X	X	X
BMT.7.1.2	Analyze and assess sample budgets.	X	X	X						
BMT.7.1.3	Revise a budget.	X	X	X						
BMT.7.1.4	Investigate buying options and present sound financial recommendations.	X	X	X						
BMT.7.1.5	Analyze alternative actions dealing with credit over-extension or other financial difficulties.	X	X	X						
BMT.7.1.6	Select appropriate financial services based upon cost-benefit analysis.	X	X	X						
BMT.7.1.7	Manage a personal checking account.	X	X	X						
	Risk Management									
	Standard 8.1: <i>Assess various types of risk protection to meet individual financial needs.</i> INSPIRE>Indiana Links> Business, Education, Jobs									
BMT.8.1.1	Weigh the benefits and costs of common types of insurance.	X	X	X						
BMT.8.1.2	Design a risk management plan.	X	X	X	X	X	X	X	X	X
BMT.8.1.3	Debate the potential consequences of an insufficient risk management plan.	X	X	X	X	X	X	X	X	X

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	Computer Applications and Computer Applications Advanced									
	Computer Concepts									
	Standard 1.1: <i>Understands the concepts and principles fundamental to computer technology.</i> INSPIRE>EBSCO-Host>Communication & Mass Media Complete INSPIRE>Kids' Links									
CA.1.1.1	Identify and explain the functions of the hardware components of a basic microcomputer system.	X	X	X						X
CA.1.1.2	Distinguish between system and applications software.	X	X	X			X			
CA.1.1.3	Identify the uses and describe the benefits of virus detection and other utility software.	X	X	X						X
CA.1.1.4	Distinguish between primary memory and secondary storage	X	X	X			X			
CA.1.1.5	Identify alternative ways to input and output information.	X	X	X						
CA.1.1.6	Identify storage capacities of floppy disks and hard disks, ZIP drives, and other storage media.	X	X	X						
CA.1.1.7	Differentiate among microprocessors.	X	X	X						
CA.1.1.8	Understand copyright, ethics, and pirating as related to computer technology.	X	X	X				X	X	
CA.1.1.9	Perform basic trouble-shooting procedures.	X	X	X	X	X	X	X	X	X
	Database									
	Standard 2.1: <i>Understand the principles and procedures of database/table design and creation.</i> INSPIRE>EBSCO-Host>Communication & Mass Media Complete INSPIRE>Kids' Links									
CA.2.1.1	Define/apply basic terminology associated with database design/creation.	X	X	X						
CA.2.1.2	Plan/create/modify a database table structure using design view.	X	X	X	X	X	X	X	X	X
CA.2.1.3	Input/edit data in a table.	X	X	X						
CA.2.1.4	Print a table.	X	X	X			X			
CA.2.1.5	Create relationships between/among tables.	X	X	X						
CA.2.1.6	Define a primary key and understand its affects/function.	X	X	X						
CA.2.1.7	Locate/replace data using search and replace function.	X	X	X						
CA.2.1.8	Ensure data continuity/integrity using validation rules, input masks, and lookup fields.	X	X	X						
CA.2.1.9	Utilize on-line help features and other reference materials.	X	X	X						
	Standard 2.2: <i>Use sorting and querying techniques to retrieve necessary data.</i>									
CA.2.2.1	Define/apply basic terminology associated with sorting and querying.	X	X	X						
CA.2.2.2	Create filters/queries based upon multiple criteria and print the results.	X	X	X	X	X	X	X	X	X
CA.2.2.3	Sort/query a relational database.	X	X	X						

CA.2.2.4	Create action queries.	X	X	X	X	X	X	X	X	X
	Standard 2.3: Create/design a data entry form. INSPIRE>EBSCO-Host>Communication & Mass Media Complete INSPIRE>Kids' Links									
CA.2.3.1	Insert, delete, and rearrange controls.	X	X	X			X			
CA.2.3.2	Modify form, control, and section properties in design view.	X	X	X			X			
CA.2.3.3	Use a calculated field and combo box.	X	X	X						
CA.2.3.4	Incorporate a sub form.	X	X	X			X			
CA.2.3.5	Change tab order of controls.	X	X	X			X			
CA.2.3.6	Insert graphics/clip art from the Internet and other sources to enhance the appearance of the form.	X	X	X				X	X	
CA.2.3.7	Create a switchboard.	X	X	X	X	X	X	X	X	X
	Standard 2.4: Create/design a report. INSPIRE>EBSCO-Host>Communication & Mass Media Complete INSPIRE>Kids' Links									
CA.2.4.1	Insert, delete, and rearrange controls.	X	X	X	X	X	X	X	X	X
CA.2.4.2	Modify report, control, and section properties in design view.	X	X	X	X	X	X	X	X	X
CA.2.4.3	Insert calculated fields and summary functions (SUM, MAX, MIN, AVG, COUNT).	X	X	X	X	X	X	X	X	X
CA.2.4.4	Group/sort records.	X	X	X	X	X	X	X	X	X
CA.2.4.5	Design/create mailing labels.	X	X	X	X	X	X	X	X	X
CA.2.4.6	Insert graphics/clip art from the Internet and other sources to enhance the appearance of the report.	X	X	X	X	X	X	X	X	X
CA.2.4.7	Create a sub report.	X	X	X	X	X	X	X	X	X
	Standard 2.5: Apply specialized features/tools. INSPIRE>EBSCO-Host>Communication & Mass Media Complete INSPIRE>Kids' Links									
CA.2.4.1	Merge database file with word processing document.	X	X	X	X	X	X	X	X	X
CA.2.4.2	Analyze database information in a spreadsheet document.	X	X	X	X	X	X	X	X	X
CA.2.4.3	Import a spreadsheet document into a database file.	X	X	X	X	X	X	X	X	X
CA.2.4.4	Utilize database utilities (repair/compact and convert).	X	X	X	X	X	X	X	X	X
CA.2.4.5	Provide for database security using encryption/decryption and passwords.	X	X	X	X	X	X	X	X	X
CA.2.4.6	Create/run macros and modules.	X	X	X	X	X	X	X	X	X
	Desktop Publishing									
	Standard 3.1 Utilize desktop publishing skills to design, format, and print a publication. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CA.3.1.1	Define/apply basic terminology associated with desktop publishing.	X	X	X						
CA.3.1.2	Select/use hardware and software needed for desktop publishing.	X	X	X						
CA.3.1.3	Distinguish among various publications produced in desktop publishing and identify their uses.	X	X	X	X	X	X	X	X	X
CA.3.1.4	Demonstrate competency using the Windows environment.	X	X	X	X	X	X	X	X	X
CA.3.1.5	Utilize on-line Help features and other reference sources.	X	X	X						X
CA.3.1.6	Create and format a publication attractively.	X	X	X	X	X	X	X	X	X
CA.3.1.7	Identify and use components of the desktop publishing window.	X	X	X						
CA.3.1.8	Use appropriate tools to construct text blocks and drawings and modify graphics.	X	X	X	X	X	X	X	X	X
CA.3.1.9	Insert pages, add columns, edit, save, and print publication.	X	X	X	X	X	X	X	X	X
CA.3.1.10	Identify/use various print options.	X	X	X						

	Standard 3.2: Apply design and layout principles to publications. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CA.3.2.1	Apply visual principles of design.	X	X	X			X			
CA.3.2.2	Apply rules of typography to publications.	X	X	X			X			
CA.3.2.3	Proofread publications accurately.	X	X	X			X	X	X	
CA.3.2.4	Add/position prepared graphics.	X	X	X	X	X	X	X	X	X
CA.3.2.5	Apply color to text and drawings.	X	X	X	X	X	X	X	X	X
CA.3.2.6	Recognize time/cost constraints involved with publications.	X	X	X						
	Standard 3.3: Incorporate text and graphics from various sources . INSPIRE>Indiana Links>Education and INSPIRE>Kids' Links									
CA.3.3.1	Utilize external sources such as digital scanners, digital cameras, Internet, clip art, drawing software, photo editing software, spreadsheet software, database software, and word processing software .	X	X	X	X	X	X	X	X	X
CA.3.3.2	Identify file formats/extensions and apply file compression/decompression software.	X	X	X	X	X	X	X	X	X
CA.3.3.3	Modify/manipulate and link imported text, charts, and graphics.	X	X	X	X	X	X	X	X	X
CA.3.3.4	Apply copyright laws related to desktop publishing.	X	X	X	X	X	X	X	X	X
	Internet									
	Note: The following content standards and performance expectations are meant to be integrated throughout the Computer Applications curriculum and not taught as an independent unit.									
	Standard 4.1: Utilize Internet services. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CA.4.1.1	Demonstrate a basic understanding of the structure of the Internet, including clients, servers and connectivity.	X	X	X					X	X
CA.4.1.2	Demonstrate an understanding of browser toolbar features	X	X	X					X	
CA.4.1.3	Access business and technical information using the Internet.	X	X	X	X	X	X	X	X	X
CA.4.1.4	Identify the parts of a Uniform Resource Locator (URL), including protocol, directory path, file name and the types of sites they represent.	X	X	X					X	
CA.4.1.5	Select search engine(s) to use.	X	X	X	X	X	X	X	X	X
CA.4.1.6	Select appropriate search procedures and approaches.	X	X	X	X	X	X	X	X	X
CA.4.1.7	Locate information using search engine(s) and Boolean logic.	X	X	X	X	X	X	X	X	X
CA.4.1.8	Navigate Web sites using software functions (e.g., Forward, Back, Go To, Bookmarks).	X	X	X			X		X	
CA.4.1.9	Evaluate Internet Resources (e.g., accuracy of information).	X	X	X	X	X	X	X	X	X
CA.4.1.10	Access library catalogs on the Internet.	X	X	X	X	X	X	X	X	X
CA.4.1.11	Access commercial, government, and education resources.	X	X	X	X	X	X	X	X	X
CA.4.1.12	Bookmark Web addresses (URLs).	X	X	X			X	X	X	X
CA.4.1.13	Upload/download files from FTP archives.	X	X	X					X	
CA.4.1.14	Communicate via e-mail using the Internet.	X	X	X	X	X	X	X	X	X
CA.4.1.15	Understand mailing lists, newsgroups, and audio/video conferencing.									
CA.4.1.16	Retrieve online tools.	X	X	X			X		X	X
CA.4.1.17	Explore the multimedia capabilities of the World Wide Web.	X	X	X	X	X	X	X	X	X
	Presentations									
	Standard 5.1: Create, format, and print a presentation. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CA.5.1.1	Define/apply basic presentation terminology and design principles .	X	X	X	X	X	X	X	X	X
CA.5.1.2	Navigate among the different views.									

CA.5.1.3	Insert, delete, copy and rearrange slides.	X	X	X	X	X	X	X	X	
CA.5.1.4	Apply design templates.	X	X	X	X	X	X	X	X	
CA.5.1.5	Change layout for one or more slides.	X	X	X	X	X	X	X	X	
CA.5.1.6	Promote/demote text.	X	X	X	X	X	X	X	X	
CA.5.1.7	Use graphics/clip art from the Internet and other sources to enhance the appearance of the presentation.	X	X	X	X	X	X	X	X	
CA.5.1.8	Insert headers/footers.	X	X	X	X	X	X	X	X	
CA.5.1.9	Print slides in various formats (slides, handouts, notes, outline).	X	X	X	X	X	X	X	X	
CA.5.1.10	Customize a presentation using bullets, transitions, animations, tables, and charts.	X	X	X	X	X	X	X	X	X
CA.5.1.11	Modify master slides.	X	X	X	X	X	X	X	X	
	Standard 5.2: Apply specialized features/tools. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CA.5.2.1	Enhance presentation using audio and video.	X	X	X	X	X	X	X	X	X
CA.5.2.2	Integrate various software applications.	X	X	X	X	X	X	X	X	
CA.5.2.3	Insert/create links and hyperlinks into slides.	X	X	X	X	X	X	X	X	
CA.5.2.4	Create an action button.	X	X	X	X	X	X	X	X	
CA.5.2.5	Access/save/export presentations as different file formats, including a stand alone version.	X	X	X	X	X	X	X	X	X
CA.5.2.6	Incorporate organization charts.	X	X	X	X	X	X	X	X	
	Standard 5.3: Refine and deliver a presentation. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CA.5.3.1	Apply transitions, effects, timings, and annotations to presentation.	X	X	X	X	X	X	X	X	X
CA.5.3.2	Utilize outline view and notes pages view.	X	X	X	X	X	X	X	X	
CA.5.3.3	Utilize proper public speaking techniques during presentation.	X	X	X	X	X	X	X	X	X
CA.5.3.4	Use the pen during a presentation.	X	X	X	X	X	X	X	X	X
CA.5.3.5	Use on-screen navigation tools.	X	X	X	X	X	X	X	X	X
CA.5.3.6	Use the Meeting Minder to record audience comments.									
CA.5.3.7	Explore the opportunities available with Net Meeting and NetShow.	X	X	X	X	X	X	X	X	X
	Self-Management									
	Standard 6.1: Demonstrate self-management and professionalism.									
CA.6.1.1	Prioritize and schedule responsibilities.	X	X	X	X	X	X	X	X	
CA.6.1.2	Apply decision-making skills to problem solving.	X	X	X	X	X	X	X	X	
CA.6.1.3	Display reliability, initiative, honesty and integrity, adaptability, and a good work ethic.	X	X	X	X	X	X	X	X	X
CA.6.1.4	Participate as a member of work teams.	X	X	X	X	X	X	X	X	X
	Spreadsheets									
	Standard 7.1: Utilize basic spreadsheet skills to create, format, and print an electronic workbook. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links>HomeworkSpot									
CA.7.1.1	Identify major components of the spreadsheet window and efficiently navigate throughout the worksheet.	X	X	X						
CA.7.1.2	Open, save, rename, and close a worksheet/workbook.	X	X	X	X	X	X	X	X	
CA.7.1.3	Differentiate among and enter text, numbers, formulas, and functions.	X	X	X						
CA.7.1.4	Delete, insert, copy, edit, fill, rotate, and move cell contents.	X	X	X	X	X	X	X	X	
CA.7.1.5	Freeze rows and columns.	X	X	X						
CA.7.1.6	Create and save a worksheet as a template file.	X	X	X						
CA.7.1.7	Use on-line help system.	X	X	X	X	X	X	X	X	X

CA.7.1.8	Preview and print worksheet using print options.	X	X	X	X	X	X	X	X	
CA.7.1.9	Apply font sizes/types and number formats.	X	X	X	X	X	X	X	X	
CA.7.1.10	Manipulate cells (e.g., merge, size, alignment, etc.).	X	X	X	X	X	X	X	X	
CA.7.1.11	Center worksheet horizontally and vertically.	X	X	X	X	X	X	X	X	
CA.7.1.12	Create/name, copy, clear, and move ranges.	X	X	X	X	X	X	X	X	X
CA.7.1.13	Use borders and colors.	X	X	X	X	X	X	X	X	
CA.7.1.14	Create headers/footers.	X	X	X	X	X	X	X	X	
CA.7.1.15	Change orientation of the page.	X	X	X	X	X	X	X	X	
CA.7.1.16	Apply AutoFormats.	X	X	X	X	X	X	X	X	
	Standard 7.2: Use formulas and functions to solve mathematical problems. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links>HomeworkSpot									
CA.7.2.1	Create and edit formulas.	X	X	X	X	X	X	X	X	
CA.7.2.2	Create and edit functions, such as AVERAGE, SUM, MIN, MAX, COUNT, IF, PMT, NOW, PV, and FV.	X	X	X	X	X	X	X	X	
CA.7.2.3	Utilize relative, absolute, and mixed cell references in formulas.	X	X	X	X	X	X	X	X	
CA.7.2.4	Copy and move formulas.	X	X	X	X	X	X	X	X	
CA.7.2.5	Link and consolidate data using 3-D references.	X	X	X	X	X	X	X	X	
CA.7.2.6	Verify accuracy of formulas and functions using auditing tools.	X	X	X				X	X	
	Standard 7.3: Create a graphical representation (chart) of numerical data and use draw features.									
CA.7.3.1	Identify the elements of a chart.	X	X	X						
CA.7.3.2	Add textbox and graphics to a worksheet/chart.	X	X	X	X	X	X	X	X	
CA.7.3.3	Determine which type of chart represents data most effectively.	X	X	X	X	X	X	X	X	
CA.7.3.4	Create, format, modify, and resize an embedded chart in a worksheet.	X	X	X	X	X	X	X	X	
	Standard 7.4: Utilize specialized/advanced features of spreadsheet software. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links>HomeworkSpot									
CA.7.4.1	Use the database features of a worksheet.	X	X	X			X	X	X	
CA.7.4.2	Create a pivot table.	X	X	X	X	X	X	X	X	X
CA.7.4.3	Use horizontal and vertical lookup functions	X	X	X						
CA.7.4.4	Access/save document as different file formats.	X	X	X						
CA.7.4.5	Create/insert a hyperlink.	X	X	X	X	X	X	X	X	
CA.7.4.6	Insert, create, and track comments and changes to a document.	X	X	X	X	X	X	X	X	X
CA.7.4.7	Use data analysis tools (Goal Seek, Scenarios, and Solver).	X	X	X	X	X	X	X	X	
CA.7.4.8	Apply/remove worksheet/workbook protection.	X	X	X	X	X	X	X	X	
CA.7.4.9	Create, record, and play macros to automate repeated tasks.	X	X	X	X	X	X	X	X	
CA.7.4.10	Integrate spreadsheets with other windows-based applications.	X	X	X	X	X	X	X	X	
	Web Page Design									
	Standard 8.1: Utilize Web design skills to plan and create Web pages. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links>HomeworkSpot									
CA.8.1.1	Define/apply basic terminology associated with Web page design.	X	X	X				X	X	
CA.8.1.2	Determine the purpose/audience of the Web site.	X	X	X				X	X	
CA.8.1.3	Determine the information to include on the Web site.	X	X	X			X	X	X	
CA.8.1.4	Determine method for gathering information and keeping it current.	X	X	X			X	X	X	
CA.8.1.5	Apply copyright laws and netiquette as they relate to Web page design.	X	X	X			X	X	X	

CA.8.1.6	Evaluate existing Web site design.	X	X	X			X	X	X	X
CA.8.1.7	Create and format text and use appropriate layout and design techniques.	X	X	X	X	X	X	X	X	
CA.8.1.8	Create hyperlinks within the same document and to external and local Web pages.	X	X	X	X	X	X	X	X	X
CA.8.1.9	Incorporate audio and images and convert to appropriate format.	X	X	X	X	X	X	X	X	
CA.8.1.10	Link to multimedia files.	X	X	X	X	X	X	X	X	
CA.8.1.11	Incorporate tables, frames, and forms.	X	X	X	X	X	X	X	X	
CA.8.1.12	Apply programming languages such as HTML, XHTML, Java, and Java Script.	X	X	X	X	X	X	X	X	
CA.8.1.13	Use various editing software to modify Web page code.	X	X	X	X	X	X	X	X	
CA.8.1.14	Evaluate/proofread finished product.	X	X	X	X	X	X	X	X	
	Standard 8.2: Publish the Web site. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links>HomeworkSpot									
CA.8.2.1	Explain basics of a Web server and decide on a Web server to host Web page files.	X	X	X	X	X	X	X	X	X
CA.8.2.2	Upload Web files to server.	X	X	X				X	X	
CA.8.2.3	Test Web site on various hardware and browsers.	X	X	X	X	X	X	X	X	
CA.8.2.4	Edit and update Web files on server.	X	X	X	X	X	X	X	X	
CA.8.2.5	Register Web site with various search engines.	X	X	X	X	X	X	X	X	X
	Windows Concepts/File Management									
	Standard 9.1: Utilize the Windows environment effectively and efficiently. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CA.9.1.1	Describe the objects on the Windows desktop and the parts of a window, including the Start menu.	X	X	X					X	X
CA.9.1.2	Explain the function of the minimize, maximize, restore, and close buttons; move and size a window.	X	X	X					X	X
CA.9.1.3	Perform multi-tasking functions and copy/move data between applications .	X	X	X	X	X	X	X	X	X
CA.9.1.4	Utilize on-line Help features.	X	X	X	X	X	X	X	X	X
CA.9.1.5	Use the Windows Explorer and My Computer for file management (i.e., create, copy, move, and delete folders and files; rename files; format and copy a floppy disk; display multiple folders and files; search for files; sort files; use wildcards to select and view files).	X	X	X	X	X	X	X	X	X
CA.9.1.6	Create shortcuts and delete icons on the desktop.	X	X	X	X	X	X	X	X	X
CA.9.1.7	Use Control Panel to change screen displays and screen savers, change mouse settings, and change date and time.	X	X	X	X	X	X	X	X	X
CA.9.1.8	Use the Printers folder to change the default printer, change printer properties, view documents in the print queue, cancel a print job, and change the order of documents in the print queue.	X	X	X	X	X	X	X	X	X
	Word Processing									
	Standard 10.1: Utilize word processing skills to create, format, and print a document.									
CA.10.1.1	Create, save, close, retrieve, and print a document.	X	X	X	X	X	X	X	X	X
CA.10.1.2	Reinforce letter, memo, and report formats.	X	X	X						
CA.10.1.3	Select, edit, and format characters and paragraphs.	X	X	X					X	
CA.10.1.4	Utilize editing and writing tools such as spell check, thesaurus, grammar check, etc.	X	X	X					X	
CA.10.1.5	Use Print Preview and other print options.	X	X	X						
CA.10.1.6	Utilize the Help feature and other reference materials.	X	X	X					X	
CA.10.1.7	Apply design templates.	X	X	X	X	X	X	X	X	X
CA.10.1.8	Set and change margins/tabs and hyphenate text.	X	X	X					X	
CA.10.1.9	Indent paragraphs and create bulleted/numbered lists.	X	X	X					X	
CA.10.1.10	Copy and move text within and between documents.	X	X	X					X	
CA.10.1.11	Select, insert, scale, add, and move borders and graphics.	X	X	X					X	

CA.10.1.12	Insert and format page numbers, headers, and footers.	X	X	X					X	
	Standard 10.2: Utilize formatting techniques.									
CA.10.2.1	Insert symbols and special characters.	X	X	X					X	
CA.10.2.2	Search for and/or replace text.	X	X	X	X	X	X	X	X	X
CA.10.2.3	Insert and remove page and section breaks.	X	X	X					X	
CA.10.2.4	Insert and format footnotes and endnotes.	X	X	X	X	X	X	X	X	X
CA.10.2.5	Manipulate multiple-page documents.	X	X	X					X	
CA.10.2.6	Key, format, edit, and sort text in tables and columns.	X	X	X	X	X	X	X	X	X
CA.10.2.7	Perform calculations in a table.	X	X	X	X	X	X	X	X	X
CA.10.2.8	Utilize the style feature.	X	X	X					X	
	Standard 10.3: Utilize other specialized features/tools.									
	INSPIRE>Indiana Links>Education									
	INSPIRE>Kids' Links	X	X	X	X	X	X	X	X	X
CA.10.3.1	Utilize drawing tools and apply special effects to graphics.	X	X	X	X	X	X	X	X	X
CA.10.3.2	Create a main document and a data source and initiate a mail merge.	X	X	X	X	X	X	X	X	X
CA.10.3.3	Create/print labels and envelopes.	X	X	X	X	X	X	X	X	X
CA.10.3.4	Create, collapse, expand, reorganize, and number an outline.	X	X	X	X	X	X	X	X	X
CA.10.3.5	Create, format, edit, and update a table of contents and indexes.	X	X	X	X	X	X	X	X	X
CA.10.3.6	Create and run macros.	X	X	X	X	X	X	X	X	X
CA.10.3.7	Create a template for a form.	X	X	X	X	X	X	X	X	X
CA.10.3.8	Create/insert a hyperlink.	X	X	X	X	X	X	X	X	X
CA.10.3.9	Access/save documents as different file formats.	X	X	X	X	X	X	X	X	X
CA.10.3.10	Integrate word processing information with other software applications.	X	X	X	X	X	X	X	X	X
CA.10.3.11	Insert, create, and track comments and changes to a document.	X	X	X	X	X	X	X	X	X

INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION</p> <p style="text-align: center;">Release date 2000</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Computer Keyboarding/Document Formatting									
	Keyboarding Skills									
	Standard 1.1: <i>Develop and refine touch keyboarding skills.</i> INSPIRE>Special Libraries									
CK.1.1.1	Identify and operate equipment, including startup and exit procedures.	X	X	X						
CK.1.1.2	Demonstrate ethical conduct as it relates to technology.	X	X	X	X	X	X	X	X	X
CK.1.1.3	Key alphabetic, numeric, and symbolic data using the proper technique.	X	X	X						
CK.1.1.4	Demonstrate correct position while using a keyboard.	X	X	X						
CK.1.1.5	Key numeric data using the ten-key pad.	X	X	X						
CK.1.1.6	Demonstrate and build accuracy and speed in keying material.	X	X	X						
	Formatting/Application Skills http://www.inspire.net/inskid.html and http://www.inspire.net/speciallib.html									
	Standard 2.1: <i>Develop and refine formatting/application skills using the touch keyboarding technique.</i> INSPIRE>Special Libraries									
CK.2.1.1	Identify and utilize software features that facilitate formatting document styles.	X	X	X			X		X	
CK.2.1.2	Format, key, and edit business and personal letters in various styles.	X	X	X	X	X	X	X	X	X
CK.2.1.3	Format, key, and edit one- or two-page business letters that include special features such as mailing notation, attention line, subject line, company name in closing, enclosure notation, copy notation, postscript, enumerated items, and odd-size paper.	X	X	X	X	X	X	X	X	X
CK.2.1.4	Format, key, and edit envelopes and labels using format approved by the United States Postal Service.	X	X	X			X		X	X
CK.2.1.5	Format, key, and edit multi-column tables including open, ruled, and boxed tables with or without source notes; tables should include main headings, secondary headings, and column headings.	X	X	X						
CK.2.1.6	Format, key, and edit memorandums.	X	X	X			X		X	
CK.2.1.7	Format, key, and edit outlines.	X	X	X			X			
CK.2.1.8	Format, key, and edit reports including parts such as title page, citations, footnotes, endnotes, etc., based on industry and education standards.	X	X	X	X	X	X	X	X	
CK.2.1.9	Format, key, and edit documents such as an agenda, minutes of a meeting, itinerary, speech, newsletter, and news release.	X	X	X	X	X	X	X	X	X
CK.2.1.10	Format, key, and edit business forms such as purchase orders, purchase requisitions, expense reports, invoices, and other financial statements.	X	X	X	X	X	X	X	X	X
CK.2.1.11	Format, key, and edit documents in special areas such as legal, medical, and government.	X	X	X	X	X	X	X	X	X
CK.2.1.12	Utilize templates, mail merge, find and replace, and other emerging features when appropriate.	X	X	X	X	X	X	X	X	

Proofreading Skills I										
Standard 3.1: Develop and refine proofreading skills. INSPIRE>Kids' Links INSPIRE>Special Libraries										
CK.3.1.1	Identify errors using the proper proofreader's marks before making corrections.	X	X	X			X		X	
CK.3.1.2	Review and apply grammatical rules for word division, number usage, capitalization, punctuation, and abbreviations.	X	X	X			X			
CK.3.1.3	Proofread and edit documents for proper format, spelling, punctuation, capitalization, word division, abbreviations, number usage, and accuracy of content and expression.	X	X	X			X		X	
Communication Skills										
Standard 4.1: Develop and refine communication skills. INSPIRE>Kids' Links INSPIRE>Special Libraries INSPIRE>EBSCO-Host>Communication & Mass Media Complete										
CK.4.1.1	Format, key, and edit exercises containing errors in verb usage, pronouns, content, expression (clarity), and simple and complex sentences.	X	X	X			X			
CK.4.1.2	Compose, format, and key appropriate memorandums, business and personal letters.	X	X	X	X	X	X	X	X	X
CK.4.1.3	Compose, format, and key a report on a specific subject or career.	X	X	X	X	X	X	X	X	X
CK.4.1.4	Use correct verbal and written language skills and subject-specific terminology.	X	X	X	X	X	X	X	X	
Employment Search Skills										
Standard 5.1: Develop and refine documents used in employment search skills. INSPIRE>Indiana Links>Jobs										
CK.5.1.1	Compose, format, and key a resume and letter of application.	X	X	X	X	X	X	X	X	X
CK.5.1.2	Complete an employment application form.	X	X	X	X	X	X	X	X	X
CK.5.1.3	Compose, format, and key an interview follow-up letter and other employment-related correspondence.	X	X	X	X	X	X	X	X	X
CK.5.1.4	Demonstrate knowledge of ethical standards related to employment search skills.	X	X	X	X	X	X	X	X	X
CK.5.1.5	Explore career possibilities, in particular, those which require keyboarding skills.	X	X	X	X	X	X	X	X	X
Time and Resource Management Skills										
Standard 6.1: Develop and refine time and resource management skills. INSPIRE>Indiana Links>Jobs										
CK.6.1.1	Keep area in and around the work station organized.	X	X	X						
CK.6.1.2	Demonstrate cost-effective use of resource materials through efficient utilization of equipment and supplies.	X	X	X	X	X	X	X	X	X
CK.6.1.3	Practice careful operation of equipment and preventive maintenance techniques.	X	X	X			X			
CK.6.1.4	Determine priorities in completing activities for a designated period of time.	X	X	X	X	X	X	X	X	X
CK.6.1.5	Demonstrate the ability to work independently or as an effective team member.	X	X	X	X	X	X	X	X	X

INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION Release date 2003</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Computer Programming									
	Computer Concepts									
	Standard 1.1: <i>Demonstrate a basic knowledge of the development of computer and operating systems.</i> INSPIRE>Kids' Links INSPIRE>Special Libraries									
CP.1.1.1	Trace the development of computers and their impact on society.	X	X	X	X	X	X	X	X	X
CP.1.1.2	Demonstrate a basic knowledge of the ethical and social implications of computer use.	X	X	X	X	X	X	X	X	X
CP.1.1.3	Describe the functions of the computer hardware.	X	X	X						
CP.1.1.4	Demonstrate an understanding of computer theory (bits, bytes, memory, etc.).	X	X	X						
CP.1.1.5	Compare operating systems (DOS, Linux, Windows, OS etc.).	X	X	X						
	Standard 1.2: <i>Demonstrate a basic knowledge of the evolution of programming languages.</i>									
CP.1.2.1	Recognize key contributors to computer programming.	X	X	X				X	X	X
CP.1.2.2	Distinguish between high-level vs. low-level languages.	X	X	X						
CP.1.2.3	Distinguish between procedural and object-oriented programming languages.	X	X	X						
	Standard 1.3: <i>Appraise computers and their languages.</i>									
CP.1.3.1	Propose a computer system based on the evaluation of hardware and software.	X	X	X	X	X	X	X	X	X
	Variables/Constants									
	Standard 2.1: <i>Demonstrate a basic understanding of the different data types.</i>									
CP.2.1.1	Explain variables and constants.	X	X	X						
CP.2.1.2	Identify different variable types.	X	X	X						
CP.2.1.3	Describe the syntax rules for naming variables and constants.	X	X	X						
	Standard 2.2: <i>Use variables and constants in a program.</i>									
CP.2.2.1	Apply the syntax rules for naming variables.	X	X	X			X		X	
CP.2.2.2	Declare variable types in the program code.	X	X	X			X		X	
CP.2.2.3	Define constants in the program code.	X	X	X						
CP.2.2.4	Initialize variables and constants.	X	X	X						
	Standard 2.3: <i>Design procedures for manipulating variables and constants.</i>									
CP.2.3.1	Construct programming statements that modify variables.	X	X	X	X	X	X	X	X	X
CP.2.3.2	Construct programming statements that incorporate constants.	X	X	X	X	X	X	X	X	X

Input/Output Statement										
Standard 3.1: Identify ways to enter data and return information. INSPIRE>Indiana Links>Education										
CP.3.1.1	List and describe various input commands.	X	X	X						
CP.3.1.2	List and describe various output commands.	X	X	X						
CP.3.1.3	State the appropriate ways to prompt the user for data.	X	X	X				X	X	X
CP.3.1.4	Identify output-formatting procedures.	X	X	X						
CP.3.1.5	Recognize the various methods of clearing input and output data.	X	X	X			X	X	X	
Standard 3.2: Use input/output commands and manipulators in programs.										
CP.3.2.1	Write statements that receive input.	X	X	X			X		X	
CP.3.2.2	Write statements that produce and format output.	X	X	X			X		X	
CP.3.2.3	Write statements that clear input/output.	X	X	X			X		X	
Standard 3.3: Recognize and demonstrate how data is received and manipulated to produce information.										
CP.3.3.1	Create a program that receives data, manipulates data, and produces formatted output.	X	X	X	X	X	X	X	X	X
Program Development										
Standard 4.1: Develop an understanding of the programming development life cycle. INSPIRE>Indiana Links>Business>Business Links										
CP.4.1.1	List and explain the steps in sequence used in problem solving.	X	X	X			X		X	
CP.4.1.2	Define Algorithm.	X	X	X						
CP.4.1.3	List and explain tools used in developing the algorithm (flowcharts, IPO charts, TOE charts, and Pseudocode).	X	X	X			X		X	
Standard 4.2: Practice using the steps in the program development life cycle. INSPIRE>Indiana Links>Business>Business Links										
CP.4.2.1	Practice identifying what the program should do (program analysis).	X	X	X						
CP.4.2.2	Plan the solution by developing an algorithm (program design).	X	X	X			X		X	
CP.4.2.3	Determine how the input will be obtained and how the output will be displayed (create user friendly interface design).	X	X	X			X	X	X	X
CP.4.2.4	Translate the algorithm into code.	X	X	X			X		X	
CP.4.2.5	Test the data (debug).	X	X	X			X		X	
CP.4.2.6	Document the program.	X	X	X	X	X	X	X	X	X
Standard 4.3: Convert algorithms to programs using program development tools. INSPIRE>Kids' Links>Homework Hotline										
CP.4.3.1	Diagram the logical steps for the algorithm using one of the design tools.	X	X	X			X		X	
Decision Statements										
Standard 5.1: Demonstrate a basic understanding of decision-making logic. INSPIRE>Kids' Links>Homework Hotline										
CP.5.1.1	Describe how decisions are made in programs.	X	X	X			X		X	
CP.5.1.2	List and explain relational operators (<, >, =, <=, >=, not equal).	X	X	X						
CP.5.1.3	List and explain logical operators (AND, OR, NOT).	X	X	X						
CP.5.1.4	Explain Boolean logic.	X	X	X						
Standard 5.2: Apply decision-making statements.										
CP.5.2.1	Construct decision statements (IF, IF Else statements).	X	X	X	X	X	X	X	X	
CP.5.2.2	Construct multiple decision statements (CASE, SWITCH).	X	X	X	X	X	X	X	X	
CP.5.2.3	Construct nested decision statements.	X	X	X	X	X	X	X	X	
Standard 5.3: Analyze decision statements.										
CP.5.3.1	Compare and contrast the different types of decision statements.	X	X	X			X		X	

CP.5.3.2	Differentiate the use of appropriate decision statements.	X	X	X			X		X	
CP.5.3.3	Design programs that implement decision-making statements.	X	X	X	X	X	X	X	X	X
	Repetition Structures									
	Standard 6.1: Demonstrate a basic understanding of repetition structures. INSPIRE>Kids' Links a INSPIRE>Indiana Links>Business, Education									
CP.6.1.1	Describe the purpose and use of repetition structures.	X	X	X						
CP.6.1.2	Identify the various types of repetition structures.	X	X	X						
CP.6.1.3	Explain the causes and effects of an infinite loop.	X	X	X			X			
CP.6.1.4	Explain the effects of a definite loop.	X	X	X			X			
	Standard 6.2: Use repetition structures in programs.									
CP.6.2.1	Construct a pre-test repetition structure (While).	X	X	X	X	X	X	X	X	
CP.6.2.2	Construct a post-test repetition structure (Do).	X	X	X	X	X	X	X	X	
CP.6.2.3	Construct a fixed-repetition structure (For).	X	X	X	X	X	X	X	X	
CP.6.2.4	Construct a variable-repetition structure (Repetition).	X	X	X	X	X	X	X	X	
	Standard 6.3: Analyze repetition structures used in a program.									
CP.6.3.1	Compare and contrast the different types of loops.	X	X	X			X			
CP.6.3.2	Differentiate the appropriate use of loops.	X	X	X						
CP.6.3.3	Design programs that implement loops.	X	X	X	X	X	X	X	X	X
	Math Operations									
	Standard 7.1: Demonstrate a basic understanding of math operations. INSPIRE>Kids' Links INSPIRE>Indiana Links> Education									
CP.7.1.1	Identify arithmetic operators.	X	X	X						
CP.7.1.2	Recognize the order of operations.	X	X	X						
CP.7.1.3	Interpret mathematical formulas.	X	X	X						
CP.7.1.4	Explain the purpose of incrementing and decrementing in a program.	X	X	X			X			
CP.7.1.5	Describe the ramifications of dividing by zero.	X	X	X						
	Standard 7.2: Apply mathematical operations in programs. INSPIRE>Kids' Links INSPIRE>Indiana Links> Education									
CP.7.2.1	Construct formulas using mathematical operators.	X	X	X			X			
CP.7.2.2	Solve formulas using order of operations.	X	X	X			X			
CP.7.2.3	Construct code that utilizes division by zero (results in an error).	X	X	X						
	Standard 7.3: Analyze mathematical operations in programs.									
CP.7.3.1	Discover the effects of incrementing and decrementing in formulas.	X	X	X			X			
CP.7.3.2	Examine the results of division by zero in a formula.	X	X	X			X			
CP.7.3.3	Create programs that use mathematical formulas to solve problems.	X	X	X	X	X	X	X	X	X
	Modularization									
	Standard 8.1: Distinguish between various modules (subroutine, subprogram, procedure, function, method). INSPIRE>Kids' Links a INSPIRE>Indiana Links> Education									
CP.8.1.1	Identify the type of module block that applies to the language.	X	X	X						
CP.8.1.2	Define the module block: subroutine (COBOL, RPG, BASIC), subprocedure and procedure (Pascal, Visual Basic), function (C, C++) and method (C#, Java, .Net).	X	X	X						

CP.8.1.3	Explain the concept of a user define module.	X	X	X						
CP.8.1.4	Define the structure of an empty module.	X	X	X						
CP.8.1.5	Define the structure of a passing module.	X	X	X						
	Standard 8.2: Design a module block.									
CP.8.2.1	Apply a built-in module block.	X	X	X						
CP.8.2.2	Construct a user define module block.	X	X	X						
CP.8.2.3	Apply the user define module block.	X	X	X						
CP.8.2.4	Modify the user define module to pass/return data (parameters/arguments).	X	X	X			X			
	Standard 8.3: Evaluate a module block. INSPIRE>Kids' Links INSPIRE>Indiana Links> Education									
CP.8.3.1	Compare and contrast built-in vs. user define module block.	X	X	X						
CP.8.3.2	Examine the results of passing the data (parameters/arguments) into the module.	X	X	X						
CP.8.3.3	Examine the results of returning the data (parameter/arguments) from the module.	X	X	X						
	Arrays									
	Standard 9.1: Demonstrate a basic understanding of arrays.									
CP.9.1.1	Define an array.	X	X	X						
CP.9.1.2	Identify the elements of an array.	X	X	X						
CP.9.1.3	Explain the different types of arrays.	X	X	X						
CP.9.1.4	Identify the different data types used in arrays.	X	X	X						
	Standard 9.2: Use an array in a program.									
CP.9.2.1	Declare and initialize an array.	X	X	X						
CP.9.2.2	Access elements of an array.	X	X	X						
CP.9.2.3	Sort and search an array.	X	X	X						
CP.9.2.4	Pass an array to a module.	X	X	X						
	Standard 9.3: Analyze an array.									
CP.9.3.1	Compare and contrast the different types of arrays.	X	X	X			X			
CP.9.3.2	Differentiate the appropriate use of an array.	X	X	X			X			
CP.9.3.3	Evaluate the effectiveness of a passed array.	X	X	X			X			
	File Input/Output (I/O)									
	Standard 10.1: Develop an understanding of file organization. INSPIRE>Kids' Links INSPIRE>Indiana Links> Education									
CP.10.1.1	Define the different types of file organization.	X	X	X						
CP.10.1.2	Explain how to open a file.	X	X	X			X			
CP.10.1.3	Explain how to add items to an existing file.	X	X	X			X			
CP.10.1.4	Explain how to read data from the file.	X	X	X			X			
CP.10.1.5	Explain how to modify data in a file.	X	X	X			X			X
CP.10.1.6	Explain how to close a file.	X	X	X			X			
CP.10.1.7	Explain how to merge data from multiple files into a single file.	X	X	X			X			
CP.10.1.8	Explain how to sort data within a file.	X	X	X			X			
	Standard 10.2: Apply the principles of file input/output (I/O).									
CP.10.2.1	Open a file.	X	X	X						
CP.10.2.2	Write data to a file.	X	X	X						
CP.10.2.3	Add data into an existing file.	X	X	X						

CP.10.2.4	Read data from a file.	X	X	X						
CP.10.2.5	Modify data in existing file.	X	X	X						
CP.10.2.6	Close a file.	X	X	X						
CP.10.2.7	Merge data from multiple files into a single file.	X	X	X					X	
CP.10.2.8	Sort data within a file.	X	X	X						
	Standard 10.3: Maintain the program that manages the I/O files.									
CP.10.3.1	Create a program that manipulates I/O files.	X	X	X			X			
CP.10.3.2	Revise a program that manipulates I/O files.	X	X	X			X			
	Object-Oriented Programming									
	Standard 11.1: Develop an understanding of Object-Oriented Programming (OOP). INSPIRE>Indiana Links> Education									
CP.11.1.1	Define an object class.	X	X	X						
CP.11.1.2	Define the attributes of an object.	X	X	X						
CP.11.1.3	Define behaviors of an object.	X	X	X						
CP.11.1.4	Explain inheritance and encapsulation.	X	X	X						
	Standard 11.2: Demonstrate how objects and classes are used in a program.									
CP.11.2.1	Construct a class.	X	X	X						
CP.11.2.2	Construct an object.	X	X	X						
	Standard 11.3: Create classes & objects in a program. INSPIRE>Indiana Links> Education									
CP.11.3.1	Create a program that implements user-defined objects and classes.	X	X	X						
	Development of the WEB PROGRAMMING									
	Standard 12.1: Review the development of the World Wide Web. INSPIRE>EBSCO-Host>MasterFile Premier, TOPICSearch									
CP.12.1.1	Trace the development of the World Wide Web and its impact on society.	X	X	X	X	X	X	X	X	X
CP.12.1.2	Demonstrate a basic knowledge of the ethical and social implications of computer use in the Internet environment.	X	X	X	X	X	X	X	X	X
CP.12.1.3	Describe the uses of the World Wide Web.	X	X	X	X	X	X	X	X	X
CP.12.1.4	List tools for creating HTML documents.	X	X	X						
CP.12.1.5	Recognize different protocols used.	X	X	X						
CP.12.1.6	Differentiate between the major browsers.	X	X	X				X	X	X
	Standard 12.2: Apply the principles of HTML pages. INSPIRE>Kids' Links									
CP.12.2.1	Create a HTML document that will work with different protocols and run in the major browsers.	X	X	X	X	X	X	X	X	X
	Standard 12.3: Evaluate the World Wide Web.									
CP.12.3.1	Propose a system based on the evaluation of web tools, protocols, and browsers.	X	X	X	X	X	X	X	X	X
	Organization, Planning, and Layout									
	Standard 13.1: Define the principles of a visually-appealing, informative, and functional web site. INSPIRE>Kids' Links									
CP.13.1.1	Discuss the various audiences that websites may target.	X	X	X	X	X	X	X	X	X
CP.13.1.2	Define a mission statement.	X	X	X						
CP.13.1.3	Brainstorm for content.	X	X	X	X	X	X	X	X	X
CP.13.1.4	Describe the interface between human and computer interaction.	X	X	X	X	X	X	X	X	X
CP.13.1.5	Describe the web folder hierarchy and file-naming strategies.	X	X	X			X			

	Standard 13.2: Apply the principles of effective web design planning. INSPIRE>Kids' Links									
CP.13.2.1	Determine the intended audience.	X	X	X	X	X	X	X	X	X
CP.13.2.2	Construct a mission statement that states the purpose of the website.	X	X	X	X	X	X	X	X	X
CP.13.2.3	Plan and collect necessary content.	X	X	X	X	X	X	X	X	X
CP.13.2.4	Illustrate visual representation of the web pages.	X	X	X	X	X	X	X	X	X
CP.13.2.5	Illustrate a visual representation of the web hierarchy.	X	X	X	X	X	X	X	X	X
	Standard 13.3: Appraise the web design plan.									
CP.13.3.1	Analyze and revise the web design plan.	X	X	X			X	X	X	X
	Creating a Basic Web Page									
	Standard 14.1: Explore basic web page elements. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CP.14.1.1	Recognize the role of a text editor and web browser.	X	X	X						
CP.14.1.2	State the relationship between a text editor and a web browser.	X	X	X						
CP.14.1.3	Define HTML tags and their purpose.	X	X	X						
CP.14.1.4	Explain the purpose of opening and closing tags.	X	X	X						
	Standard 14.2: Use basic tags to create a web page.									
CP.14.1.1	Use HTML standard tags (e.g., <html>, <head>, <title>, <body>, etc.).	X	X	X						
CP.14.1.2	Use basic formatting tags (e.g., <h n>, <p>, , , , , <hr>, <center>, <u>, , <i>, <a>, <pre>, <sub>, <sup>, , , strike, etc.).	X	X	X						
CP.14.1.3	Use tag attributes and character symbols (e.g., background, bgcolor, copyright symbols, etc.).	X	X	X						
CP.14.1.4	Display the web page in a web browser.	X	X	X						
	Standard 14.3: Evaluate a basic web page.									
CP.14.3.1	Assess the functionality of the tags.	X	X	X			X			
CP.14.3.2	Modify hypertext as necessary.	X	X	X			X			
	Creating a table									
	Standard 15.1: Develop an understanding of the role of tables in a web page. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CP.15.1.1	Identify the purpose of a table.	X	X	X						
CP.15.1.2	Identify the tags and attributes used in a table.	X	X	X						
CP.15.1.3	Explain how to enter and format data in a table.	X	X	X						
	Standard 15.2: Create and use a table in a web page.									
CP.15.2.1	Determine the necessity of a table.	X	X	X						
CP.15.2.2	Determine number of rows and columns needed.	X	X	X						
CP.15.2.3	Construct the table.	X	X	X						
CP.15.2.4	Enter and code the data that will appear in the table.	X	X	X						
	Standard 15.3: Appraise the effectiveness of the table.									
CP.15.3.1	Judge the appearance and functionality of the table.	X	X	X			X			
CP.15.3.2	Revise the table as necessary.	X	X	X			X			
	Creating a web page using frames									
	Standard 16.1: Develop an understanding of the role of frames in a web page.									
CP.16.1.1	List and explain the various reasons for using frames in a web page.	X	X	X		X				
CP.16.1.2	Identify the tags and attributes used to format a web page that uses frames.	X	X	X						

CP.16.1.3	Explain how a web page that uses frames functions.	X	X	X						
CP.16.1.4	Identify necessary components used in a frameset page (frame definition file).	X	X	X						
	Standard 16.2: Design a web page using frames.									
CP.16.2.1	Create the pages used in each frame.	X	X	X			X			
CP.16.2.2	Determine the number, size and function of each frame.	X	X	X						
CP.16.2.3	Create the frameset page (frame definition page).	X	X	X						
CP.16.2.4	Display the frameset page in frames-enabled browser.	X	X	X						
	Standard 16.3: Assess the effectiveness of frames.									
CP.16.3.1	Evaluate the appearance and functionality of frames.	X	X	X		X	X			
CP.16.3.2	Modify the frameset page as necessary.	X	X	X						
	Creating forms									
	Standard 17.1: Develop an understanding of the use of forms in a web page. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CP.17.1.1	Explore how and why forms are used within a web site.	X	X	X						
CP.17.1.2	Identify the necessary tags and attributes used to create a form.	X	X	X						
CP.17.1.3	Identify the major components (controls) used in creating a form (check box, radio button, scrolling text box, text box, input button, drop-down menu, etc.).	X	X	X						
CP.17.1.4	Discuss the various ways to handle and process data that is gathered by forms (e-mail, CGI, text file, etc.).	X	X	X	X					
	Standard 17.2: Design a web page that uses form components. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CP.17.2.1	Determine which form components are needed.	X	X	X						
CP.17.2.2	Create a web page that uses these form components.	X	X	X	X	X	X	X	X	X
CP.17.2.3	Demonstrate how to change the properties of each form component.	X	X	X						
CP.17.2.4	Determine how the data will be processed and handled.	X	X	X						
CP.17.2.5	Display the form in a web browser.	X	X	X			X		X	
	Standard 17.3: Evaluate the functionality of the form. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CP.17.2.1	Critique the appearance of the form.	X	X	X	X	X	X	X	X	
CP.17.2.2	Test the form.	X	X	X	X	X	X	X	X	
CP.17.2.3	Modify the form as necessary.	X	X	X	X	X	X	X	X	
	Publishing the web site									
	Standard 18.1: Ascertain the issues surrounding publishing a web site. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CP.18.1.1	Recognize the role of META tags.	X	X	X						
CP.18.1.2	Identify and explore different search tools that currently exist.	X	X	X	X	X	X	X	X	X
CP.18.1.3	Recognize the various browser issues involved with publishing a web site.	X	X	X						
CP.18.1.4	Recognize the screen resolution concerns that are related to a web site.	X	X	X						
CP.18.1.5	Explain issues surrounding different file size.	X	X	X						
CP.18.1.6	Identify the different Internet connection speeds.	X	X	X						
CP.18.1.7	Explain the various publishing/hosting options.	X	X	X						

	Standard 18.2: View the web site on a web server.									
CP.18.2.1	Determine loading times based on Internet connection speed and file size.	X	X	X			X			
CP.18.2.2	View the web site in different browsers and screen resolutions.	X	X	X			X			
CP.18.2.3	Select a hosting option (example free web hosting versus pay servers versus school server).	X	X	X					X	X
CP.18.2.4	Write META tags for each web page.	X	X	X			X			X
CP.18.2.5	Submit your web site to online search tools.	X	X	X		X		X	X	X
	Standard 18.3: Evaluate the published web site.									
CP.18.3.1	Verify that web pages work properly in different resolutions and browsers.	X	X	X	X	X	X	X	X	X
CP.18.3.2	Verify that all META tags are working properly.	X	X	X	X	X	X	X	X	X
CP.18.3.3	Verify that loading times are acceptable.	X	X	X	X	X	X	X	X	X
	Cascading Style Sheets									
	Standard 19.1: Define the elements of cascading style sheets. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CP.19.1.1	Explain the advantages of cascading style sheets.	X	X	X						
CP.19.1.2	Explore the inline, external, and embedded cascading style sheets	X	X	X						
CP.19.1.3	Define the basic (properties, attributes) and user created terms of a cascading style sheet.	X	X	X						
CP.19.1.4	Explain the working inheritance of a style sheet.	X	X	X						
CP.19.1.5	Explore the uses of classes with a cascading style sheet.	X	X	X						
	Standard 19.2: Use cascading style sheets in a web page.									
CP.19.2.1	Create a page that uses external cascading style sheets.	X	X	X		X	X			
CP.19.2.2	Create a page that uses embedded cascading style sheets.	X	X	X		X	X			
CP.19.2.3	Create a web site that uses inline, external, and embedded cascading style sheets to demonstrate inheritance.	X	X	X	X	X	X	X	X	X
CP.19.2.4	Create a class.									
	Standard 19.3: Critique a web page containing cascading style sheets.									
CP.19.3.1	Assess the visual appearance and layout of the web page.	X	X	X			X			
CP.19.3.2	Modify the web site as needed.	X	X	X	X	X	X	X	X	X
	JavaScript									
	Standard 20.1: Develop an understanding of the role of JavaScript and its basic elements on the Web. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
CP.20.1.1	Explain the importance of JavaScript and its relationship to HTML.	X	X	X						
CP.20.1.2	Explain the basic features of JavaScript.	X	X	X						
CP.20.1.3	Explain object, properties, methods, events, and functions.	X	X	X						
CP.20.1.4	Explain dialog and message boxes.	X	X	X						
CP.20.1.5	Explain data types and operators and how they are used in JavaScript.	X	X	X						
CP.20.1.6	Explain control structures and statements that affect JavaScript.	X	X	X						
	Standard 20.2: Implement dynamic web pages using JavaScript.									
CP.20.2.1	Use object, properties, methods, events, and functions.	X	X	X		X	X			
CP.20.2.2	Use dialog and message boxes.	X	X	X		X	X			
CP.20.2.3	Use data types and operators in JavaScript to make the page interactive.	X	X	X		X	X			
CP.20.2.4	Use control structures and statements in JavaScript to make the page interactive.	X	X	X		X	X			
	Standard 20.3: Test the JavaScript in a browser.									
CP.20.3.1	Verify that the code works properly.	X	X	X			X			

Server-Side Programming														
Standard 21.1: <i>Develop an understanding of the role of Server-Side scripts.</i>														
CP.21.1.1	Explain the difference between Client and Server-Side programming.	x	x	x										
CP.21.1.2	Explain the basic Server-Side components.	x	x	x										
CP.21.1.3	Explain how to create objects.	x	x	x										
CP.21.1.4	Explain how to use cookies.	x	x	x										
CP.21.1.5	Explain how to use ActiveX Data Objects (ADO) to access a database.	x	x	x										
CP.21.1.6	Explain how to manipulate files, directories, and drives using File System Objects (FSO).	x	x	x										
Standard 21.2: <i>Create Server-Side scripts.</i>														
CP.21.2.1	Create and use objects.	x	x	x		x	x							
CP.21.2.2	Write a script that incorporates cookies.	x	x	x		x	x							
CP.21.2.3	Write a script that incorporates ActiveX Data Objects (ADO) to access a database.	x	x	x		x	x							
CP.21.2.4	Write a script that incorporates manipulate files, directories, and drivers using File System Objects (FSO).	x	x	x		x	x							
Standard 21.3: <i>Test the Server-Side scripts.</i>														
CP.21.3.1	Verify that all Server-Side scripts work properly.	x	x	x			x							
Career Exploration														
Standard 22.1: <i>Introduce career possibilities.</i> INSPIRE>Indiana Links>Jobs														
CP.22.1.1	Identify the occupations that exist in the fields of computer programming.	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard 22.2: <i>Explore the qualifications for careers.</i>														
CP.22.2.1	Research the skills, education required, salary, and benefits of the various careers.	x	x	x	x	x	x	x	x	x	x	x	x	x
Standard 22.3: <i>Report results of research.</i>														
CP.22.3.1	Present the findings of the research.	x	x	x	x	x	x	x	x	x	x	x	x	x

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		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Entrepreneurship									
	Overview/Nature of Small Business									
	Standard 1.1: <i>Investigate the nature of small business .</i> INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
E.1.1.1	Define entrepreneurship.	X	X	X						
E.1.1.2	Explain why individuals become entrepreneurs.	X	X	X						
E.1.1.3	Identify the economic environment as it relates to entrepreneurship.	X	X	X						
E.1.1.4	Summarize the influence of technology as it relates to small business.	X	X	X						
E.1.1.5	Categorize types of businesses.	X	X	X						
	Standard 1.2: <i>Assess and develop appropriate entrepreneurial skills</i> INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
E.1.2.1	Explore behavioral characteristics and traits of an entrepreneur.	X	X	X						
E.1.2.2	Examine motives for starting your own business.	X	X	X						
E.1.2.3	Assess the advantages of owning a business versus working for someone.	X	X	X	X			X		
	Planning and Organizing a Business									
	Standard 2.1: <i>Understand the functions involved in planning and organizing a business.</i>									
E.2.1.1	Recognize the components of a business plan	X	X	X						
E.2.1.2	Compare/contrast the types of business ownership.	X	X	X						
E.2.1.3	Evaluate the impact of global influence in operating a small business.	X	X	X	X					
E.2.1.4	Assess and evaluate the various ways to start your own business.	X	X	X	X		X	X		
E.2.1.5	Explain the sources of technical assistance available to entrepreneurs.	X	X	X	X			X	X	
E.2.1.6	Examine the legal responsibilities of the entrepreneur.	X	X	X	X			X	X	
E.2.1.7	Analyze the importance of ethics as it applies to small business.	X	X	X				X	X	
	Marketing									
	Standard 3.1: <i>Understand the concepts of marketing and its importance to business ownership.</i> INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
E.3.1.1	Explain the fundamental marketing concepts used by a small business.	X	X	X						
E.3.1.2	Describe the four elements of the marketing mix.	X	X	X						

E.3.1.3	Justify the role of market research.	X	X	X				X	X	
E.3.1.4	Justify the importance of defining a target market and marketing niche.	X	X	X				X	X	
E.3.1.5	Assess the role of competition in marketing.	X	X	X				X	X	
E.3.1.6	Design a product/service mix.	X	X	X	X	X	X	X	X	X
E.3.1.7	Develop product strategies.	X	X	X	X	X	X	X	X	X
E.3.1.8	Examine the factors affecting pricing.	X	X	X				X	X	
E.3.1.9	Describe pricing strategies.	X	X	X						
E.3.1.10	Examine the factors and importance of site selection.	X	X	X				X	X	
E.3.1.11	Describe the role of promotion as it applies to small business.	X	X	X				X	X	
E.3.1.12	Distinguish among the elements of the promotional mix.	X	X	X	X		X	X	X	
	Finance									
	Standard 4.1: Understand the role of finance as it applies to the entrepreneur. INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
E.4.1.1	Analyze costs associated with operating a small business.	X	X	X	X	X	X	X	X	
E.4.1.2	Compare/contrast sources used in financing a business.	X	X	X	X	X	X	X	X	
E.4.1.3	Determine information needed to obtain financing.	X	X	X	X	X	X	X	X	X
E.4.1.4	Describe the financial statements used by a small business.	X	X	X						
E.4.1.5	Interpret financial records used in a small business.	X	X	X	X	X	X	X	X	X
E.4.1.6	Calculate simple and compound interest.	X	X	X						
	Management									
	Standard 5.1: Understand management techniques needed to operate a business. INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
E.5.1.1	Identify the components of human resource management.	X	X	X						
E.5.1.2	Assess motivational techniques used to increase performance levels.	X	X	X	X	X	X	X	X	X
E.5.1.3	Identify the various quality initiatives.	X	X	X	X			X		
E.5.1.4	Generate human resource management policies.	X	X	X	X	X	X	X	X	X
E.5.1.5	Determine operating policies needed for the success of a small business.	X	X	X	X	X	X	X	X	X
E.5.1.6	Explain the types of controls used in small business.	X	X	X						
E.5.1.7	Describe factors to consider when selecting vendors.	X	X	X				X	X	
E.5.1.8	Understand inventory procedures used by small businesses.	X	X	X				X	X	
E.5.1.9	Identify risks associated with operating a business.	X	X	X				X	X	
E.5.1.10	Develop techniques/methods to manage risk.	X	X	X	X	X	X	X	X	X
	Business Plan									
	Standard 6.1: Understand the importance of developing and organizing a successful business plan. INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
E.6.1.1	Analyze the process for developing your business plan.	X	X	X	X	X	X	X	X	X

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		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Global Economics									
	Basic Economic Concepts (Scarcity, Choice, and Opportunity Costs)									
	Standard 1.1: Illustrate the relationship among scarcity, choice and opportunity costs. INSPIRE>Indiana Links>Business>Business Links									
GE.1.1.1	Explain why scarcity requires individuals, governments, and societies (groups; cultures) to make choices.	X	X	X						X
GE.1.1.2	Demonstrate understanding of rational economic decision making by explaining the costs and benefits of alternative choices in a given situation.	X	X	X						
GE.1.1.3	Apply the steps in a rational decision-making process to a situation involving an economic decision by an individual, government, business, or society.	X	X	X						
GE.1.1.4	Critique the trade-offs among economic growth, security, efficiency, and freedom.	X	X	X						
	Economic Systems									
	Standard 2.1: Compare and contrast global economic systems. INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business									
GE.2.1.1	Identify questions that must be answered by any economic system (e.g., what is to be produced, how much to produce, how it is to be produced, by whom it is produced.)	X	X	X	X	X	X	X	X	X
GE.2.1.2	Show how economic systems are categorized by how they answer the basic economic questions.	X	X	X						
GE.2.1.3	Explain how economic systems are mixed by how they answer the basic economic questions.	X	X	X						X
GE.2.1.4	Evaluate the strengths and weaknesses of alternative economic systems.	X	X	X						
GE.2.1.5	Explain the fundamental role of government in a market economy, a traditional economy, and a command economy.	X	X	X						X
GE.2.1.6	Analyze motivational factors or lack of motivational factors in a market economy, a traditional economy, and a command economy and evaluate the effect of these factors on quantity of goods or services and quality of goods or services produced.	X	X	X	X		X			
	Standard 2.2: Analyze marketplace structures in economic systems.									
GE.2.2.1	Define labor productivity and explain the basic factors (education and training, technology, specialization, and comparative advantage) which affect productivity and quality of products and services.	X	X	X						
GE.2.2.2	Analyze the relationship between elasticity of price, quality of supply, and quantity of demand.	X	X	X	X					
GE.2.2.3	Demonstrate the efficiency of economic system's decision making through production possibility curves.	X	X	X	X		X			
GE.2.2.4	Analyze how price, supply, and demand allocate productive resources.	X	X	X						
GE.2.2.5	Describe different types of competitive structures in economic systems.	X	X	X						
GE.2.2.6	Illustrate the role of competitive markets in economies.	X	X	X	X					
GE.2.2.7	Explain the role and effect of labor unions in a given economy.	X	X	X						X
GE.2.2.8	Evaluate how labor unions and businesses have shaped each other and evolved.	X	X	X				X	X	

GE.2.2.9	Form and support an opinion on the influence of monopolies and oligopolies on marketplaces.	X	X	X						
GE.2.2.10	Explain the business cycle and the factors that influence it.	X	X	X						
GE.2.2.11	Describe and evaluate how businesses are formed, operated, and funded.	X	X	X						
GE.2.2.12	Evaluate and explain how and why governments control businesses and individuals through laws and taxes.	X	X	X	X			X		
GE.2.2.13	Examine the leading economic indicators (Gross Domestic Product, Net National Product, Consumer Price Index, personal income, disposable personal income, etc.) to evaluate the state of an economy during a given time period.	X	X	X				X	X	
GE.2.2.14	Evaluate the role of private ownership of property, profit, competition, and private enterprise as basic features and incentives within a market economy.	X	X	X				X	X	
World Trade										
Standard 3.1: Analyze necessity for global interaction within the different economic systems. INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business										
GE.3.1.1	Demonstrate how all countries are interdependent.	X	X	X	X	X	X	X	X	X
GE.3.1.2	Explain how specialization promotes international trade and how international trade increases total world output.	X	X	X	X	X	X	X	X	X
GE.3.1.3	Explain how governments and cartels/syndicates help and influence world trade.	X	X	X	X	X	X	X	X	X
GE.3.1.4	Compare and contrast absolute and comparative advantages.	X	X	X						
GE.3.1.5	Identify the components that make up the balance of payments and balance of trade among nations.	X	X	X						
GE.3.1.6	Evaluate the effects of trade agreements among nations (NAFTA, GATT, etc.).	X	X	X			X			X
GE.3.1.7	Analyze and explain the positives and negatives of Barriers to Trade (Tariffs, Quotas, etc.).	X	X	X			X			X
Money and Banking										
Standard 4.1: Explain the role of monetary and fiscal policies in a global economy and how it relates to individuals' daily lives, businesses, and governments. INSPIRE>EBSCO-Host>Business Source Premier INSPIRE>Indiana Links>Business										
GE.4.1.1	Explain what the Federal Reserve is, its function, and its impact on the U.S. economy.	X	X	X				X		
GE.4.1.2	Explain what the Federal Reserve is, its function, and its impact on the U.S. economy.	X	X	X				X		
GE.4.1.3	Differentiate between monetary policy and fiscal policy.	X	X	X				X		
GE.4.1.4	Explain what is money and how it is given value.	X	X	X				X		
GE.4.1.5	Compare the advantages and disadvantages of the barter system, currency, and near money.	X	X	X				X		
GE.4.1.6	Analyze how changing interest rates are used to influence economies.	X	X	X				X		
GE.4.1.7	Research financial institutions and analyze consumer and commercial products offered.	X	X	X			X	X		
GE.4.1.8	Analyze the history and current trends of U.S. and international banking and predict the future of banking and its role in a global society.	X	X	X	X	X	X	X	X	X
GE.4.1.9	Analyze and discuss the structure of, the purpose for, and the affects of government taxation.	X	X	X	X	X	X	X	X	X
GE.4.1.10	Analyze the impact of government programs and transfer payments on individuals, businesses, and the economy as a whole.	X	X	X				X		
Standard 4.2: Research the role of currency and international financial institutions in a global economy.										
GE.4.2.1	Compare and contrast the value of different currencies among nations.	X	X	X	X	X	X	X	X	X
GE.4.2.2	Explain the roles and functions of the World Bank and the International Monetary Fund (IMF), and other international banking/financial organizations.	X	X	X	X	X	X	X	X	X
GE.4.2.3	Compare and analyze the security exchanges and their effect on the world economy.	X	X	X	X	X		X	X	X
GE.4.2.4	Analyze the influence of events such as trade policies, politics, natural disasters, and cultural factors on the value of currency.	X	X	X	X	X	X	X	X	X
GE.4.2.5	Explain how the standard of living in an economy is influenced by the value of money and variances in exchange rates.	X	X	X				X	X	

Making Career Choices										
Standard 5.1: Visualize your career options in a global economy. INSPIRE>Indiana Links>Jobs, Access Indiana										
GE.5.1.1	Analyze U.S. and foreign economies to forecast how trade will affect job opportunities and income potential.	X	X	X	X	X	X	X	X	X
GE.5.1.2	Identify and assess personal interests, abilities, life goals, and possible career choices in a global economy.	X	X	X	X	X	X	X	X	X
GE.5.1.3	Compare and contrast among various occupational choices (e.g., service, manufacturing, agricultural, public service, professional, technical) in different countries.	X	X	X	X	X	X	X	X	X
GE.5.1.4	Predict your future lifestyle and income using current global economic trends.	X	X	X	X	X	X	X	X	X
GE.5.1.5	Evaluate the impact of sociological, economic and technological changes on future careers.	X	X	X	X	X	X	X	X	X
INDICATOR NUMBER	CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION Release date 2000	ILS 1 ACCESSES INFORMATION	ILS 2 EVALUATES INFORMATION	ILS 3 USES INFORMATION	ILS 4 PURSUES INFORMATION	ILS 5 APPRECIATES INFORMATION	ILS 6 GENERATES KNOWLEDGE	ILS 7 RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	ILS 8 PRACTICES ETHICAL BEHAVIOR	ILS 9 SHARES AND COLLABORATES
International Business										
Awareness										
Standard 1.1: Analyze the role of international business and its impact on doing business at the local, state, national, and international levels. INSPIRE>EBSCO-Host>Business Source Premier, MasterFILEPremier										
Role and Impact										
IB.1.1.1	Explain the impact of international business on the economy, society, families, etc. at local, regional, and national levels.	X	X	X	X	X	X	X	X	X
Geography										
IB.1.1.2	Describe the resources (e.g. ports, trade routes, transportation centers, foreign trade zones, and natural, financial, and human resources) of major cities around the world.	X	X	X	X	X	X	X	X	X
IB.1.1.3	Determine the impact of geography on international business, to include areas such as climate, time zones, distance, topography, and social, economic, and natural resources.	X	X	X	X	X	X	X	X	X
IB.1.1.4	Identify the obstacles that must be overcome in international business in countries referred to as industrialized, developing, and less developed.	X	X	X	X	X	X	X	X	X
Travel Considerations*										
IB.1.1.5	Identify and locate major U.S. representational offices and sources of assistance located abroad.	X	X	X	X	X	X	X	X	X
IB.1.1.6	Detail the processes for securing travel documents.	X	X	X	X			X	X	X
IB.1.1.7	Explain the role of U.S. Customs and the customs agencies of other countries.	X	X	X	X	X	X	X	X	X
IB.1.1.8	Identify various travel issues (safety, poverty, language barriers, currency, etc.).	X	X	X	X	X	X	X	X	X
Standard 1.2: Explore international career opportunities.* INSPIRE>EBSCO-Host>Corporate ResourceNet										
IB.1.2.1	Identify careers that are available in international business.	X	X	X	X	X	X	X	X	X

IB.1.2.2	Analyze the qualifications needed to enter a selected international business career path.	x	x	x	x	x	x	x	x	x
	*Although included under Awareness, these sections would be appropriate as culminating activities that apply the concepts/standards learned throughout the course.									
	Environment									
	Standard 2.1: Analyze the social, cultural, political, legal, natural, and economic factors that shape and impact the international business environment.									
	Social and Cultural									
IB.2.1.1	Explain terms such as ethnocentrism, stereotyping, and cultural bias.	x	x	x						
IB.2.1.2	Predict how the social and cultural environment of a given country might impact a company beginning to do business in that country.	x	x	x	x		x	x	x	x
	Political									
IB. 2.1.3	Predict how the political environment of a given country will impact international business.	x	x	x	x	x	x	x	x	x
IB. 2.1.4	Describe how trade barriers, tariffs, quotas, and taxation policies affect choice of location for companies operating internationally.	x	x	x	x	x	x	x	x	x
IB. 2.1.5	Explain how the changes in trade barriers, tariffs, quotas, and taxation policies effect international business.	x	x	x	x	x	x	x	x	x
	Legal									
IB. 2.1.6	Describe the major legal aspects and ramifications of international business relations.	x	x	x	x	x	x	x	x	x
	Natural									
IB. 2.1.7	Describe the role of natural disasters in international business.	x	x	x	x	x	x	x	x	x
	Economics									
IB. 2.1.8	Analyze the availability of resources in a country and the economic potential of the country to improve its quality of life by engaging in international trade.	x	x	x	x	x	x	x	x	x
IB. 2.1.9	Explain how decision making and opportunity costs are used to allocate the scarce resources of companies and countries.	x	x	x				x	x	
IB. 2.1.10	Describe situations in which comparative and absolute advantages occur.	x	x	x				x	x	
IB. 2.1.11	Identify the economic systems used to decide what to produce, how it is produced, and for whom it is produced in a country.	x	x	x			x	x	x	
IB. 2.1.12	Discuss the effect of literacy level, technology, natural resource availability, and infrastructure on the level of a company's economic development.	x	x	x			x	x	x	
IB. 2.1.13	Analyze competitive situations that companies face in global business markets.	x	x	x	x	x	x	x	x	x
IB.2.1.14	Interpret current economic statistics for different countries.	x	x	x	x	x	x	x	x	x
	International Communications									
	Standard 3.1: Apply communication strategies necessary and appropriate for effective and profitable international business relations.									
	INSPIRE>EBSCO-Host>Corporate ResourceNet, Communication and Mass Media Complete									
	Oral and Written									
IB.3.1.1	Discuss complications involved when speaking or interpreting a language incorrectly while abroad.	x	x	x				x	x	
IB.3.1.2	Use words and phrases important to business people in a given language.	x	x	x				x	x	
IB.3.1.3	Explain modifications of conversation with a person who speaks English as a second language.	x	x	x				x	x	
IB.3.1.4	Identify the role of translators and interpreters in international business settings.	x	x	x	x	x	x	x	x	x
IB.3.1.5	Compare the use of business cards throughout the world.	x	x	x						
IB.3.1.6	Explain usage of names, titles, and ranks in different cultures and countries.	x	x	x						
IB.3.1.7	Analyze effective business communications based on an understanding of the relevant environments and differences in tone, style, and format.	x	x	x				x	x	
IB.3.1.8	Discuss the impact of time zones, currency rates, and systems of measurement of business communications.	x	x	x						

	Non-Verbal								
IB.3.1.9	Recognize gift giving in business relationships in several cultures and give examples of appropriate and inappropriate gifts for persons in a given country.	X	X	X				X	X
IB.3.1.10	Compare business entertainment among people in various parts of the world.	X	X	X	X	X	X	X	X
IB.3.1.11	Compare business protocol of various countries.	X	X	X	X	X	X	X	X
IB.3.1.12	State examples of non verbal communications affecting international business relationships and negotiations.	X	X	X	X	X	X	X	X
IB.3.1.13	Relate cultural attitudes toward time, silence, space, and body/eye contact for successful international business relationships.	X	X	X	X	X	X	X	X
IB.3.1.14	List the steps to receive business visitors from specific countries.	X	X	X	X	X	X	X	X
	Technology								
IB.3.1.15	Analyze the impact of the Internet on communication, photo transmission, information search, and advertising.	X	X	X	X	X	X	X	X
IB.3.1.16	Communicate internationally using electronic communications such as the telephone, fax, video conferencing, Internet, and email.	X	X	X	X	X	X	X	X
IB.3.1.17	Evaluate which telecommunication methods are most appropriate for given international business situations.	X	X	X	X	X	X	X	X
	Ethics								
	Standard 4.1: Analyze the environmental factors that define what is considered ethical business behavior. INSPIRE>Indiana Links>State and Local Government								
IB.4.1.1	Explain business actions that may positively or negatively impact the environment and consumer/ employee well being.	X	X	X				X	X
IB.4.1.2	Analyze the effect of an international business organization's actions on a host country, the company's home country, owners, employees, consumers, and society.	X	X	X	X	X	X	X	X
	Organizational Structure of International Businesses								
	Standard 5.1: Identify forms of business ownership and entrepreneurial opportunities available in international business. INSPIRE>EBSCO-Host>Business Source Premier								
IB.5.1.1	Suggest an appropriate form of business ownership (e.g., sole proprietorship, corporation, partnership) for different international business situations.	X	X	X	X	X	X	X	X
IB.5.1.2	Differentiate between international, transnational, multinational, and global companies.	X	X	X	X	X	X	X	X
IB.5.1.3	Identify organizations, government agencies, and other resources that a small and/or medium-size business might use to investigate international trade opportunities.	X	X	X	X	X	X	X	X
IB.5.1.4	Distinguish between licensing and franchising for international business activities.	X	X	X				X	X
IB.5.1.5	Describe internal and external factors which influence a company's international expansion.	X	X	X				X	X
IB.5.1.6	Create examples of joint ventures for international business activities.	X	X	X	X	X	X	X	X
	Import/Export and Balance of Trade								
	Standard 6.1: Analyze balance of trade concepts and import/export processes. INSPIRE>EBSCO-Host>Business Source Premier								
	The Importing/Exporting Process								
IB.6.1.1	Explain how a company that exports has a different level of commitment than a global company with operations in several countries.	X	X	X	X	X	X	X	X
IB.6.1.2	Compare the benefits and costs of indirect and direct exporting.	X	X	X					
IB.6.1.3	Identify documents commonly used in the importing and exporting process.	X	X	X					
IB.6.1.4	Analyze the import or export potential for a good or service and the ability of the company to carry out the role.	X	X	X				X	X
IB.6.1.5	Describe the role that U.S. Customs and the customs agencies of other countries play in international trade activities.	X	X	X	X	X	X	X	X
IB.6.1.6	Explain how historical events have contributed to the formation of strategic trade alliances (e.g., EC, ASEAN).	X	X	X					

IB.6.1.7	Predict the economic and social costs and benefits of international trade to the companies, regions, and countries involved.	X	X	X	X	X	X	X	X	X
	Trade Barriers and Agreements									
IB.6.1.8	Define why trade barriers (such as quotas, tariffs, licensing requirements, exchange rate controls) are imposed by governments.	X	X	X				X	X	
IB.6.1.9	Describe several international trade agreements (e.g., GATT, NAFTA).	X	X	X				X	X	
	Balance of Trade, Balance of Payments									
IB.6.1.10	Analyze a country's balance of trade and determine specific conditions that would improve its trading potential.	X	X	X				X	X	
	Finance									
	Standard 7.1: Explain the role, importance, and concepts of international finance and risk management. INSPIRE>EBSCO-Host>Business Source Premier									
	Currency and Exchange									
IB.7.1.1	Explain how currency exchange rates affect companies.	X	X	X				X	X	
IB.7.1.2	Identify potential problems of dealing in foreign currencies.	X	X	X	X	X	X	X	X	X
IB.7.1.3	Describe how economic conditions, balance of payment situations, and political issues affect currency values.	X	X	X				X	X	X
IB.7.1.4	Distinguish between currencies (e.g., hard vs. soft, convertible vs. non-convertible).	X	X	X				X	X	
	Agreements and Institutions									
IB.7.1.5	List sources of capital for international, transnational, multinational, and global companies.	X	X	X	X	X	X	X	X	X
IB.7.1.6	Describe the international monetary system, including the International Monetary Fund, World Bank, and Eurocurrencies.	X	X	X	X	X	X	X	X	X
IB.7.1.7	Compare international financial markets.	X	X	X	X	X	X	X	X	X
	Payment Methods and Reporting									
IB.7.1.8	Describe the mechanics, terminology, conditions, and terms of letters of credit and other documents.	X	X	X						
IB.7.1.9	Identify potential errors in constructing the various types of payment documents used for payment of international trade activities.	X	X	X	X	X	X	X	X	X
IB.7.1.10	Determine the appropriate form of payment for given international trade situations.	X	X	X	X	X	X	X	X	X
IB.7.1.11	Differentiate between the financial reporting procedures of GAAP and other international standards.	X	X	X	X	X	X	X	X	X
	Risk Management									
IB.7.1.12	Discuss strategies to minimize overall risk.	X	X	X				X	X	X
	Management									
	Standard 8.1: Address special challenges in operations and management of human resources in international business. INSPIRE>EBSCO-Host>Business Source Premier, Corporate ResourceNet									
	Operations									
IB.8.1.1	Identify environmental, cultural, political, and legal factors that influence the use of a particular organizational structure for global business operations (e.g., functional, product, geographic, or matrix).	X	X	X	X	X	X	X	X	X
IB.8.1.2	Describe how quality control, quality circle, and total quality management relate to an organization's international business operations.	X	X	X	X	X	X	X	X	X
IB.8.1.3	Discuss the effect of economic, education, and cultural factors on the use of manual, automated, and computerized production systems.	X	X	X	X	X	X	X	X	X
	Human Resources									
IB.8.1.4	Identify the factors that influence the application of managerial styles in different countries.	X	X	X	X	X	X	X	X	X
IB.8.1.5	Identify components of a training plan to prepare expatriate staff and their families to interact effectively in international business and social situations.	X	X	X	X	X	X	X	X	X
IB.8.1.6	Identify how differences in occupational health and safety standards impact the conduct of business internationally.	X	X	X	X	X	X	X	X	X

IB.8.1.7	Demonstrate how social and cultural factors influence employee recruitment, hiring, compensation, benefits, training and development, evaluation, promotion, and international business career paths.	x	x	x	x	x	x	x	x	x
International Marketing										
Standard 9.1: Apply marketing concepts to international business.										
INSPIRE>EBSCO-Host>Business Source Premier, Corporate ResourceNet										
Foreign Markets and Consumer Behavior										
IB.9.1.1	Describe how marketing mix elements need to be adapted for international marketing efforts (including the influence of social, cultural, technological, and geographic factors).	x	x	x	x	x	x	x	x	x
IB.9.1.2	Contrast international consumer markets and commercial markets.	x	x	x	x		x	x	x	x
IB.9.1.3	Evaluate market potential for a good or service in a foreign market.	x	x	x	x	x	x	x	x	x
Product Development										
IB.9.1.4	Describe situations in which global (standardized) vs. international (adapted) products would be sold.	x	x	x			x	x	x	x
IB.9.1.5	Describe how the product life cycle differs in the international business environment.	x	x	x						
Pricing Strategies										
IB.9.1.6	Identify the factors that must be considered by businesses when setting prices.	x	x	x				x	x	
Distribution										
IB.9.1.7	Contrast direct and indirect distribution channels for international marketing.	x	x	x	x	x	x	x	x	x
IB.9.1.8	Evaluate which shipping option (e.g. FOB, CIF) and method (e.g. surface, air, water, electronic) is most appropriate in a given trade situation.	x	x	x				x	x	
Promotional Activities										
IB.9.1.9	Evaluate the effectiveness of promotional activities used by a company in a foreign market.	x	x	x	x	x	x	x	x	x
IB.9.1.10	Compare negotiation tactics and types of business relationships in different cultures.	x	x	x	x	x	x	x	x	x
IB.9.1.11	Compare U.S. consumer protection laws with laws of other countries.	x	x	x	x	x	x	x	x	x

INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION</p> <p style="text-align: center;">Release date 2000</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Marketing Foundations									
	Note: This material is presented in alphabetic order and not necessarily in order of instructional implementation.									
	Business, Management, and Entrepreneurship									
	Standard 1.1: <i>Understands fundamental business, management, and entrepreneurial concepts that affect business decision making.</i> INSPIRE>EBSCO-Host>Business Source Premier									
MF.1.1.1	Describe and differentiate between business activities. (MB:001)	X	X	X			X			
MF.1.1.2	Explain marketing and its importance. (MB:003)	X	X	X						X
MF.1.1.3	Compare and contrast the types of business ownership. (MB: 007)	X	X	X			X			
MF.1.1.4	Explain marketing functions and related activities. (MB:009)	X	X	X						X
MF.1.1.5	Explain the concept of utility. (EC:004)	X	X	X						X
MF.1.1.6	Analyze marketing strategies. (MB:011)	X	X	X			X			
	Communication and Interpersonal Skills									
	Standard 2.1: <i>Understands concepts, strategies, and systems needed to interact effectively with others.</i> INSPIRE>EBSCO-Host>Business Source Premier, Communication and Mass Media Complete									
MF.2.1.1	Explain the nature of effective communications. (CO:015)	X	X	X						X
MF.2.1.2	Follow directions. (CO:119)	X	X	X	X					
MF.2.1.3	Apply effective listening skills. (CO:017)	X	X	X	X					
MF.2.1.4	Use proper grammar and vocabulary. (CO:004)	X	X	X	X		X			
MF.2.1.5	Explain the nature of effective verbal communications. (CO:147)	X	X	X						X
MF.2.1.6	Address people properly. (CO:005)	X					X			
MF.2.1.7	Handle telephone/cellular calls in a business-like manner. (CO:114)	X	X	X			X			
MF.2.1.8	Use voice-mail. (CO:021)	X	X	X						
MF.2.1.9	Explain the nature of written communications. (CO:016)	X	X	X						X
MF.2.1.10	Use e-mail. (CO:026)	X	X	X						
MF.2.1.11	Write thank you correspondence. (CO:027)	X	X	X	X		X			X
MF.2.1.12	Write memorandums. (CO:030)	X	X	X	X		X			X
MF.2.1.13	Write persuasive letters. (CO:031)	X	X	X	X		X			X
MF.2.1.14	Utilize computer hardware/software to prepare written communications. (TC:002)	X	X	X	X		X			X
MF.2.1.15	Send information via fax. (TC:004)	X								
MF.2.1.16	Access Internet and obtain relevant information. (TC:005)	X	X	X	X	X	X	X	X	X

MF.2.1.17	Develop personality traits important to business. (HR:286)	X	X	X	X	X	X	X	X	X
MF.2.1.18	Make decisions. (HR:050)	X	X	X	X	X	X	X	X	X
MF.2.1.19	Maintain positive attitude. (HR:274)	X	X	X	X				X	X
MF.2.1.20	Foster positive working relations. (HR:269)	X	X	X	X	X	X	X	X	X
MF.2.1.21	Participate as a team member. (HR:051)	X	X	X	X	X	X	X	X	X
MF.2.1.22	Exhibit appropriate personal appearance. (HR:263)	X	X	X	X	X				
MF.2.1.23	Demonstrate interest and enthusiasm. (HR:303)	X	X	X	X	X	X	X	X	X
MF.2.1.24	Demonstrate responsible behavior. (HR:022)	X	X	X	X	X	X	X	X	X
MF.2.1.25	Demonstrate honesty and integrity. (HR:312)	X	X	X	X	X	X	X	X	X
MF.2.1.26	Demonstrate ethical behavior. (HR:053)	X	X	X	X	X	X	X	X	X
	Distribution									
	Standard 3.1: Understands the concepts and processes needed to move, store, locate, or transfer ownership of goods and services. INSPIRE>EBSCO-Host>Business Source Premier									
MF.3.1.1	Compare and contrast channels of distribution. (MB:013)	X	X	X			X			
MF.3.1.2	Describe the nature and scope of distribution. (DS:001)	X	X	X			X			X
MF.3.1.3	Illustrate the receiving process. (DS:004)	X	X	X						X
MF.3.1.4	Explain the nature of warehousing. (DS:032)	X	X	X						X
MF.3.1.5	Summarize storage considerations. (DS:013)	X	X	X			X			
MF.3.1.6	Explain the nature of inventory control systems. (DS:019)	X	X	X						X
	Economics									
	Standard 4.1: Understands the economic principles and concepts fundamental to marketing in a global environment. INSPIRE>Indiana Links>Business INSPIRE>Kids' Links									
MF.4.1.1	Explain the concept of economics and economic activities. (EC:001)	X	X	X						X
MF.4.1.2	Identify economic resources. (EC:003)	X	X	X			X			
MF.4.1.3	Differentiate between economic goods and services. (EC:002)	X	X	X			X	X		
MF.4.1.4	Compare and contrast the types of economic systems. (EC:007)	X	X	X	X	X	X	X	X	X
MF.4.1.5	Explain the concept of private enterprise. (EC:009)	X	X	X				X		X
MF.4.1.6	Explain the concept of supply and demand. (EC:005)	X	X	X				X		X
MF.4.1.7	Calculate profit/loss and analyze its importance in the marketplace. (EC:010)	X	X	X	X	X	X	X	X	X
MF.4.1.8	Identify and summarize the effects of risk in business. (EC:011)	X	X	X	X	X	X	X	X	X
MF.4.1.9	Discuss the concept of competition. (EC:012)	X	X	X			X			X
	Marketing Information Management									
	Standard 5.1: Understands the concepts and systems needed to access, synthesize, and evaluate information for use in making business decisions. INSPIRE>EBSCO-Host>Business Source Premier									
MF.5.1.1	Describe the nature and scope of marketing information management. (IM:001)	X	X	X						X
MF.5.1.2	Explain the nature of marketing research. (IM:010)	X	X	X						X
	Math									
	Standard 6.1: Solve mathematical problems that present themselves in marketing. INSPIRE>Kids' Links									
MF.6.1.1	Solve addition problems. (MA:097)	X	X	X			X			
MF.6.1.2	Solve subtraction problems. (MA:098)	X	X	X			X			

MF.6.1.3	Solve multiplication problems. (MA:099)	X	X	X			X			
MF.6.1.4	Solve division problems. (MA:100)	X	X	X			X			
MF.6.1.5	Solve mathematical problems involving fractions. (MA:101)	X	X	X			X			
MF.6.1.6	Solve mathematical problems involving percentages. (MA:377)	X	X	X			X			
MF.6.1.7	Make change. (MA:386)	X	X	X			X			
MF.6.1.8	Calculate tax, discounts, and miscellaneous charges for purchases. (MA:089)	X	X	X			X			
	Pricing									
	Standard 7.1: Understands concepts and strategies utilized in determining and adjusting prices to maximize return. INSPIRE>EBSCO-Host>Business Source Premier									
MF.7.1.1	Explain the nature and scope of pricing. (PI:001)	X	X	X						X
MF.7.1.2	Explain factors affecting selling price. (PI:002)	X	X	X						X
MF.7.1.3	Solve math problems related to pricing.	X	X	X			X			
	Product/Service Management									
	Standard 8.1: Understand the concepts and processes needed to develop, maintain, and improve a product or service mix in response to market opportunities. INSPIRE>EBSCO-Host>Business Source Premier									
MF.8.1.1	Explain the nature and scope of product service planning. (PP:001)	X	X	X						X
MF.8.1.2	Describe the nature of product life cycles.	X	X	X						X
	Professional Development									
	Standard 9.1: Understands and applies concepts and strategies needed for personal and professional growth in marketing. INSPIRE>EBSCO-Host>Business Source Premier, TOPICSearch									
MF.9.1.1	Assess personal interests and skills.	X	X	X	X					
MF.9.1.2	Conduct a career/job search.	X	X	X	X	X	X	X	X	X
MF.9.1.3	Analyze current employment trends.	X	X	X			X			
MF.9.1.4	Set personal goals. (HR:014)	X	X	X	X					X
MF.9.1.5	Prepare a resume.	X	X	X	X		X			
MF.9.1.6	Write a letter of application/cover letter.	X	X	X	X		X			X
MF.9.1.7	Complete job applications.	X	X	X	X		X			X
MF.9.1.8	Interview for a job.	X	X	X	X		X	X	X	X
MF.9.1.9	Explain the nature, scope, and role of professional/trade organizations. (CD:002)	X	X	X						X
MF.9.1.10	Develop civic consciousness. (DE:002)	X	X	X	X					X
MF.9.1.11	Exhibit social skills. (DE:003)	X	X	X	X					X
MF.9.1.12	Develop leadership skills. (DE:004)	X	X	X	X	X	X	X	X	X
	Promotion									
	Standard 10.1: Understand the concepts needed to communicate information about products, services, images, and/or ideas to influence behavior. INSPIRE>Indiana Links>Business, Jobs									
MF.10.1.1	Explain the role of promotion. (PR:001)	X	X	X						X
MF.10.1.2	Differentiate between the types of promotion. (PR:002)	X	X	X			X			
MF.10.1.3	Explain the promotional mix. (PR:003)	X	X	X						X

	Selling									
	Standard 11.1: <i>Understand the concepts needed to respond to client needs and wants through planned, personalized communications that influence purchase decisions and ensure satisfaction.</i>									
MF.11.1.1	Explain the purpose and importance of selling. (SE:017)	x	x	x						x
MF.11.1.2	Explain the selling process. (SE:048)	x	x	x						x
MF.11.1.3	Open the sales presentation. (SE:869)	x	x	x	x		x	x	x	x
MF.11.1.4	Question for information. (SE:024)	x	x	x	x		x	x	x	x
MF.11.1.5	Suggest product substitutions. (SE:871)	x	x	x	x		x	x	x	x
MF.11.1.6	Demonstrate product. (SE:893)	x	x	x	x	x	x	x	x	x
MF.11.1.7	Demonstrate feature/benefit selling. (SE:873)	x	x	x	x	x	x	x	x	x
MF.11.1.8	Handle customer/client objections. (SE:874)	x	x	x	x	x	x	x	x	x
MF.11.1.9	Close the sale. (SE:895)	x	x	x	x	x	x	x	x	x
MF.11.1.10	Employ suggestion selling. (SE:875)	x	x	x	x	x	x	x	x	x

INDICATOR NUMBER	<p style="text-align: center;">CORRELATION OF THE INFORMATION LITERACY STANDARDS AND INDIANA'S ACADEMIC STANDARDS FOR BUSINESS TECHNOLOGY EDUCATION Release date 2001</p>	ILS 1	ILS 2	ILS 3	ILS 4	ILS 5	ILS 6	ILS 7	ILS 8	ILS 9
		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Business Technology Middle School									
	Standard 1: Technology INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Middle Search Plus									
	<i>Students will learn basic functions of computer systems and explore various software packages. The overall objective in this curriculum area is to use computers and software effectively to communicate information and ideas. Therefore, an exploration of social, ethical, and human issues in technology and time and resource management skills are components of the course content.</i>									
	1.1 Basic Operations and Concepts									
MS.1.1.1	Identify components of a computer.	X	X	X						
MS.1.1.2	Use a mouse (point, click, and drag).	X	X	X						
MS.1.1.3	Use computer terminology appropriately, including: <i>monitor, CPU, screen saver, mouse, keyboard, printer, desktop, icons, buttons, function keys, insertion point, scroll bar, CD-ROM, RAM, disk drive, and task bar.</i>	X	X	X						
MS.1.1.4	Demonstrate start-up and shut-down procedures.	X	X	X						
MS.1.1.5	Use icons appropriately.	X	X	X						
MS.1.1.6	Open and exit applications.	X	X	X						
MS.1.1.7	Open and close files.	X	X	X						
MS.1.1.8	Use the menu bar and toolbars appropriately.	X	X	X						
MS.1.1.9	Use online help.	X	X	X	X	X	X	X	X	X
MS.1.1.10	Create, name and save files.	X	X	X	X	X	X	X		
MS.1.1.11	Access programs, folders, and files and save to network folders, disks, and/or CDs.	X	X	X						
MS.1.1.12	Create and use a structure of files and folders.	X	X	X	X	X	X	X	X	X
MS.1.1.13	Multitask, opening two or more files and/or programs at once.	X	X	X						
MS.1.1.14	Print documents.	X	X	X				X	X	
MS.1.1.15	Use speech recognition as an alternative input method.	X	X	X						
	1.2 Technology Productivity Tools—Keyboarding INSPIRE>Kids' Links and INSPIRE>EBSCO-Host>Middle Search Plus									
MS.1.2.1	Demonstrate proper hand, finger, and body position.	X	X	X						
MS.1.2.2	Demonstrate proper reaches to alphabetic, numeric, and symbol keys.	X	X	X						
MS.1.2.3	Learn touch keyboarding by using correct finger reaches and techniques, keeping eyes on source copy.	X	X	X						

MS.1.2.4	Demonstrate proper application of word wrap and special keys as needed, including: space bar, arrow keys, enter key, shift key, caps lock, backspace key, delete key, and tab key.	X	X	X						
MS.1.2.5	Improve speed and accuracy using proper techniques.	X	X	X						
MS.1.2.6	Demonstrate simple composing procedures, using correct touch keyboarding methods and techniques.	X	X	X						
MS.1.2.7	Demonstrate correct use of 10-key pad.	X	X	X						
	1.3 Technology Productivity Tools—Word Processing									
MS.1.3.1	Apply correct keyboarding and speech recognition techniques to enter documents.	X	X	X						
MS.1.3.2	Identify purposes of documents.	X	X	X				X	X	
MS.1.3.3	Identify insertion points.	X	X	X				X	X	
MS.1.3.4	Apply editing procedures, including: <i>select, insert, delete, cut, copy, and paste.</i>	X	X	X				X	X	
MS.1.3.5	Change font—size, style, and color of text.	X	X	X						
MS.1.3.6	Use formatting and page setup features, including: <i>margins, line spacing, and layout.</i>	X	X	X						
MS.1.3.7	Apply proofreading procedures.	X	X	X	X	X	X	X	X	X
MS.1.3.8	Insert clip art and digitized pictures.	X	X	X	X	X	X	X	X	X
MS.1.3.9	Insert date format and page numbers.	X	X	X	X	X	X	X	X	X
MS.1.3.10	Create bulleted and numbered lists.	X	X	X	X	X	X	X	X	X
MS.1.3.11	Use writing tools such as spell checker, thesaurus, and grammar check.	X	X	X	X	X	X	X	X	X
MS.1.3.12	Insert headers and footers.	X	X	X	X	X	X	X	X	X
MS.1.3.13	Create tables.	X	X	X	X	X	X	X	X	X
MS.1.3.14	Format text as columns.	X	X	X	X	X	X	X	X	X
MS.1.3.15	Compose, format, and key appropriate documents.	X	X	X	X	X	X	X	X	X
MS.1.3.16	Apply correct methods to reference sources.	X	X	X	X	X	X	X	X	X
MS.1.3.17	Use word processing as a writing tool across curricula for personal notes, letters, reports, and other projects.	X	X	X	X	X	X	X	X	X
MS.1.3.18	Use computer drawing tools.	X	X	X	X	X	X	X	X	X
	1.4 Technology Productivity Tools—Spreadsheet									
MS.1.4.1	Apply correct keyboarding and/or speech recognition techniques when working with spreadsheets.	X	X	X	X	X	X	X	X	X
MS.1.4.2	Identify purposes of spreadsheets.	X	X	X						
MS.1.4.3	Navigate in spreadsheets.	X	X	X						
MS.1.4.4	Identify cells, columns, and rows.	X	X	X						
MS.1.4.5	Create spreadsheets and edit contents.	X	X	X	X	X	X	X	X	X
MS.1.4.6	Insert/delete columns and rows.	X	X	X						
MS.1.4.7	Use simple formulas to solve problems.	X	X	X			X			
MS.1.4.8	Use special features where appropriate, including: fill, copy, cut, and paste.	X	X	X			X			
MS.1.4.9	Use automatic functions to solve problems.	X	X	X						
MS.1.4.10	Format spreadsheets.	X	X	X						
MS.1.4.11	Save and print spreadsheets.	X	X	X						
MS.1.4.12	Produce and interpret graphs and charts.	X	X	X	X	X	X	X	X	X
	1.5 Technology Productivity Tools—Presentation									
MS.1.5.1	Apply correct keyboarding and/or speech recognition techniques when creating presentations.	X	X	X	X	X	X	X	X	X
MS.1.5.2	Identify purpose of presentation.	X	X	X						
MS.1.5.3	Apply design and layout concepts.	X	X	X	X	X	X	X	X	X
MS.1.5.4	Identify and use paint and draw tools.	X	X	X			X			
MS.1.5.5	Create and edit text.	X	X	X	X	X	X	X	X	X
MS.1.5.6	Import audio, graphics, video clips, and charts/graphs.	X	X	X	X	X	X	X	X	X
MS.1.5.7	Use templates, wizards, and backgrounds.	X	X	X			X			

MS.1.5.8	View, move, edit and delete slides.	X	X	X						
MS.1.5.9	Create buttons/links.	X	X	X	X	X	X	X	X	X
MS.1.5.10	Select appropriate transitions and timing.	X	X	X						
MS.1.5.11	Apply animation.	X	X	X	X	X	X	X	X	X
MS.1.5.12	Create, save, run, and print presentations.	X	X	X	X	X	X	X	X	X
	1.6 Technology Productivity Tools—Database INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Middle Search Plus									
MS.1.6.1	Apply correct keyboarding and/or speech recognition techniques when working with databases.	X	X	X	X	X	X	X	X	X
MS.1.6.2	Identify purposes of databases.	X	X	X						
MS.1.6.3	Navigate in databases.	X	X	X			X			
MS.1.6.4	Insert and delete records.	X	X	X	X	X	X	X	X	
MS.1.6.5	Add and edit data.	X	X	X	X	X	X	X	X	
MS.1.6.6	Search data.	X	X	X	X	X	X			
MS.1.6.7	Sort data.	X	X	X	X	X	X			
MS.1.6.8	Create and use databases to solve problems.	X	X	X	X	X	X	X	X	X
MS.1.6.9	Create and print forms.	X	X	X	X	X	X	X	X	X
MS.1.6.10	Create and print reports.	X	X	X	X	X	X	X	X	X
	1.7 Technology Productivity Tools—Programming									
MS.1.7.1	Apply correct keyboarding techniques when programming.	X	X	X	X	X	X			
MS.1.7.2	Explore programming concepts.	X	X	X						
MS.1.7.3	Experiment with a programming language such as Visual Basic.	X	X	X	X	X	X	X	X	
	1.8 Communication and Research Tools INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Middle Search Plus									
MS.1.8.1	Apply correct keyboarding and/or speech recognition techniques when using Internet.	X	X	X	X	X	X	X	X	X
MS.1.8.2	Demonstrate proper etiquette for Internet and e-mail use.	X	X	X	X	X	X	X	X	X
MS.1.8.3	Compose, edit, send and receive e-mail.	X	X	X	X	X	X	X	X	X
MS.1.8.4	Navigate teacher-chosen web sites.	X	X	X	X	X	X	X	X	
MS.1.8.5	Use Internet bookmarks.	X	X	X	X	X	X	X	X	
MS.1.8.6	Demonstrate use of Internet toolbar.	X	X	X			X			
MS.1.8.7	Enter Internet addresses (URLs).	X	X	X						
MS.1.8.8	Use Internet terminology appropriately.	X	X	X			X			
MS.1.8.9	Select and use search engines to gather information.	X	X	X	X	X	X	X	X	
MS.1.8.10	Critique Internet sites, with regard to design, purpose, user friendliness, and utility, and appropriateness of information.	X	X	X	X	X	X	X	X	X
MS.1.8.11	Explore and/or experiment with web development software.	X	X	X	X	X	X	X	X	X
MS.1.8.12	Use electronic resources including CD-ROMs and Internet sites to perform simple searches.	X	X	X	X	X	X			
MS.1.8.13	Evaluate acquired information for validity and reliability.	X	X	X	X	X	X	X	X	
MS.1.8.14	Select and use integrated software to solve problems either independently or cooperatively.	X	X	X	X	X	X	X	X	X
MS.1.8.15	Use technology as a medium across the curricula for locating, collecting, organizing, interpreting and communicating information.	X	X	X	X	X	X	X	X	X
	1.9 Social, Ethical, and Human Issues									
MS.1.9.1	Demonstrate appropriate behavior when using computers.	X	X	X	X	X	X	X	X	X
MS.1.9.2	Demonstrate proper use and care of all computer components, peripherals, media, and supplies.	X	X	X	X	X	X	X	X	X
MS.1.9.3	Apply ethical standards to all computer-related work.	X	X	X	X	X	X	X	X	X

MS.1.9.4	Recognize and respect copyright laws including software licensing laws.	X	X	X	X	X	X	X	X	X
MS.1.9.5	Recognize the importance of correct computer techniques in preventing health problems, such as repetitive motion injuries.	X	X	X	X	X	X	X	X	X
MS.1.9.6	Recognize the social and ethical risks of viewing and interacting with inappropriate Internet sites.	X	X	X	X	X	X	X	X	X
	1.10 Time and Resource Management Skills INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Middle Search Plus									
MS.1.10.1	Demonstrate the ability to work independently and as an effective team member .	X	X	X	X	X	X	X	X	X
MS.1.10.2	Organize the area in and around the work station.	X	X	X	X	X	X	X	X	
MS.1.10.3	Demonstrate the ability to listen actively and follow directions	X	X	X	X	X	X	X	X	X
MS.1.10.4	Use time effectively and efficiently.	X	X	X	X	X	X	X	X	
	Standard 2: Career Exploration									
	<i>Students explore personal interests, identify the types of things they do well, and determine what they want and expect for their future. They will become acquainted with the array of careers available and explore requirements for various job clusters. New career fields, job clusters, and expansion of student awareness of career possibilities are emphasized.</i>									
	2.1 Human Relations INSPIRE>Indiana Links>Business, Jobs INSPIRE>Kids' Links									
MS.2.1.1	Recognize diversity and respect others' ideas and learning styles.	X	X	X	X	X	X	X	X	X
MS.2.1.2	Work cooperatively in groups and identify productive and nonproductive attitudes.	X	X	X	X	X	X	X	X	X
MS.2.1.3	Demonstrate personal responsibility and ethical behavior.	X	X	X	X	X	X	X	X	X
	2.2 Goal Setting and Decision Making									
MS.2.2.1	Assess and evaluate personal goals and characteristics.	X	X	X	X	X	X	X	X	
MS.2.2.2	Assess individual interests, aptitudes, and abilities .	X	X	X	X	X	X	X	X	
MS.2.2.3	Complete a decision-making grid and recognize the impact of limited resources.	X	X	X	X	X	X	X	X	
MS.2.2.4	Recognize the role of short-term and long-term goals for achieving objectives related to career interests.	X	X	X	X	X	X	X	X	
MS.2.2.5	Develop time management strategies, organizational skills, and plans of action.	X	X	X	X	X	X	X	X	X
MS.2.2.6	Explore the broad scope of work and career possibilities available.	X	X	X	X	X	X	X	X	X
MS.2.2.7	Use resources to gather career information.	X	X	X	X	X	X	X	X	X
MS.2.2.8	Explore job trends.	X	X	X	X	X	X	X	X	X
MS.2.2.9	Develop career paths and related requirements by exploring career clusters.	X	X	X	X	X	X	X	X	X
MS.2.2.10	Research possible careers by using a decision-making model.	X	X	X	X	X	X	X	X	X
	Standard 3: Personal Finance/Economics									
	<i>Students will develop knowledge and skills for personal financial management. The problem-solving approach used is fundamental to students developing life skills in the areas of income, money management, spending and credit, and saving and investment.</i>									
	3.1 Income INSPIRE>Kids' Links									
MS.3.1.1	Identify what is involved in earning an income.	X	X	X	X	X	X	X	X	
MS.3.1.2	Explain how personal choices, skills, education/training, and abilities determine ways that people earn income.	X	X	X	X	X	X	X	X	X
MS.3.1.3	Analyze different educational levels for the potential of earning income.	X	X	X						
MS.3.1.4	Analyze sources of income related to career choices.	X	X	X						
MS.3.1.5	Explain the importance of lifelong learning in relation to earned income.	X	X	X						X
MS.3.1.6	Apply the decision-making process to the allocation of scarce resources.	X	X	X						
MS.3.1.7	Analyze income on the basis of gross, net, and benefit components.									

MS.3.1.8	Explain how insurance protects income.	X	X	X							X
	3.2 Money Management INSPIRE>Kids' Links										
MS.3.2.1	Explain why people must make choices.	X	X	X							
MS.3.2.2	Define wants and needs with examples.	X	X	X							
MS.3.2.3	Explain opportunity cost and trade-offs in decision-making.	X	X	X							
MS.3.2.4	Explain how saving is a part of money management.	X	X	X							
MS.3.2.5	Identify ways people are financially responsible.	X	X	X							
MS.3.2.6	Illustrate ways people are financially responsible.	X	X	X	X	X	X	X			
MS.3.2.7	Analyze the present and future consequences of personal financial choices.	X	X	X							
MS.3.2.8	Compare/contrast short-term, intermediate, and long-term financial goals.	X	X	X			X				
MS.3.2.9	Define fixed, variable, and periodic expenses.	X	X	X							
MS.3.2.10	Discuss the effect of taxes on purchasing power.	X	X	X							
MS.3.2.11	Explain the concept of discretionary income.	X	X	X							
MS.3.2.12	Develop and evaluate a money management plan.	X	X	X	X	X	X	X	X	X	X
MS.3.2.13	Explain the role of insurance in money management.	X	X	X							X
	3.3 Spending and Credit INSPIRE>Kids' Links										
MS.3.3.1	Distinguish between buying goods and buying services.	X	X	X			X				
MS.3.3.2	Explain different methods of payment including cash, checks, debit cards, and credit cards.	X	X	X							X
MS.3.3.3	Discuss checking accounts and their components.	X	X	X						X	
MS.3.3.4	Apply a rational decision-making process to personal buying decisions.	X	X	X	X	X	X	X	X	X	X
MS.3.3.5	Demonstrate the proper method of making change.	X	X	X	X	X	X	X	X	X	X
MS.3.3.6	Compare advantages and disadvantages of various ways of making buying decisions.	X	X	X							
MS.3.3.7	Explain what creditors look for in issuing credit.	X	X	X							X
MS.3.3.8	Identify the factors that affect the cost of credit (principal, time, and interest rate).	X	X	X							
MS.3.3.9	Explain how interest rates affect buying decisions.	X	X	X							X
MS.3.3.10	Analyze the choices of payment for purchases.	X	X	X							
	3.4 Saving and Investment										
MS.3.4.1	Define savings as the part of income not spent on taxes or consumption.	X	X	X							
MS.3.4.2	Identify reasons for saving.	X	X	X							
MS.3.4.3	Explain the difference between earning interest and paying interest.	X	X	X							X
MS.3.4.4	Explain various options for savings such as "piggy" banks, credit unions, and other financial institutions.	X	X	X							X
MS.3.4.5	Compare and contrast saving and investing.	X	X	X			X				
MS.3.4.6	Discuss the advantages and disadvantages of various options for investing to meet short-term, intermediate, and long-term goals.	X	X	X	X	X	X	X	X	X	X
MS.3.4.7	Compare and contrast risks and benefits of investing and saving.	X	X	X							
MS.3.4.8	Discuss the effect of inflation on borrowers, savers, and persons on fixed incomes.	X	X	X	X	X	X	X	X	X	X
MS.3.4.9	Compare interest rates (simple and compound) on various saving and investment options.	X	X	X							

	Business Ownership/Management									
	<i>Students will learn about forms of business ownership and management, including entrepreneurship. Small and entrepreneurial businesses are an important source of economic growth and activity in our economic system. Students will have opportunities to explore the role of business firms in our economic system and career clusters available to them in the areas of business ownership/management and entrepreneurship.</i>									
	4.1 Entrepreneurship and Other Forms of Ownership INSPIRE>Indiana Links>Business INSPIRE>Kids' Links									
MS.4.1.1	Identify characteristics that entrepreneurs may exhibit.	X	X	X						
MS.4.1.2	Compare and contrast students' characteristics with those of entrepreneurs.	X	X	X	X	X	X	X	X	X
MS.4.1.3	Describe the role and importance of entrepreneurs in our economy.	X	X	X					X	X
MS.4.1.4	Determine the elements of risk and reward in entrepreneurship and other forms of business ownership.	X	X	X	X	X	X	X	X	
MS.4.1.5	Explain the role of profit motive in entrepreneurship and other forms of business ownership.	X	X	X						X
MS.4.1.6	Define the types of business ownership: sole proprietorship, partnership, corporation, cooperative, and franchise.	X	X	X						
MS.4.1.7	Compare and contrast advantages and disadvantages of types of business ownership.	X	X	X			X			
MS.4.1.8	Identify examples of types of business ownership within the community.	X	X	X	X	X	X	X	X	X
	4.2 Management and Other Business Functions INSPIRE>Indiana Links>Business INSPIRE>Kids' Links									
MS.4.2.1	Describe basic functions (managing, marketing, accounting, financing, and producing).	X	X	X					X	X
MS.4.2.2	Identify skills needed for starting a new business and/or managing a business.	X	X	X						
MS.4.2.3	Demonstrate ways to market new or improved products and services.	X	X	X	X	X	X	X	X	X
MS.4.2.4	Explore the interaction of prices, competition, supply, and demand in producing and marketing goods and services.	X	X	X						
MS.4.2.5	Compare and contrast advertising media.	X	X	X			X			
MS.4.2.6	Determine how businesses make decisions with regard to producing, financing, and marketing goods and services.	X	X	X			X			
MS.4.2.7	Distinguish between gross and net profit/loss.	X	X	X			X			
MS.4.2.8	Explore marketing goods and services including the concept of e-business.	X	X	X			X			
MS.4.2.9	Identify the impact of the global economy on businesses and consumers.	X	X	X						
MS.4.2.10	Explore economic interdependence (e.g. importing and exporting).	X	X	X						

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		ACCESSES INFORMATION	EVALUATES INFORMATION	USES INFORMATION	PURSUES INFORMATION	APPRECIATES INFORMATION	GENERATES KNOWLEDGE	RECOGNIZES IMPORTANCE OF INFO TO DEMOCRATIC SOCIETY	PRACTICES ETHICAL BEHAVIOR	SHARES AND COLLABORATES
	Shorthand/Notehand									
	Shorthand/Notehand Skills									
	Standard 1.1: <i>Demonstrate correct writing principles.</i> INSPIRE>Indiana Links>Education									
SN.1.1.1	Read aloud from the textbook plates, board, handouts, and students' written notes.	X	X	X						
SN.1.1.2	Write from textbook plates, board, handouts, and teacher dictation.	X	X	X						
SN.1.1.3	Transcribe materials from the textbook, handouts, and student written notes (copied, dictated, self-dictated, etc.).	X	X	X			X			
SN.1.1.4	Read aloud in unison and individually from textbook plates and/or student written notes.	X	X	X						
SN.1.1.5	Read at acceptable level during a timed period from a textbook plate and/or students' written notes.	X	X	X						
SN.1.1.6	Write outlines correctly with proper proportions.	X	X	X			X			
SN.1.1.7	Demonstrate correct writing of theory on quizzes, tests, and homework notebooks.	X	X	X			X			
SN.1.1.8	Take dictation for various lengths of time at appropriate speeds and that can be transcribed acceptably.	X	X	X			X			
SN.1.1.9	Read aloud from the textbook plates, board, handouts, and students' written notes.	X	X	X						
SN.1.1.10	Write from textbook plates, board, handouts, and teacher dictation.	X	X	X			X			
SN.1.1.11	Transcribe materials from the textbook, handouts, and student written notes (copied, dictated, self-dictated, etc.	X	X	X			X			
SN.1.1.12	Apply theory to write unknown words so they may be transcribed.	X	X	X			X			
SN.1.1.13	Write dictation at progressively higher speeds.	X	X	X			X			
SN.1.1.14	Take dictation at longer lengths of time.	X	X	X			X			
	Transcription Skills									
	Standard 2.1: <i>Develop transcription ability.</i> INSPIRE>Indiana Links>Business INSPIRE>Kids' Links									
SN.2.1.1	Demonstrate ability to transcribe from textbook plates.	X	X	X			X			
SN.2.1.2	Transcribe from handouts and teacher-generated materials.	X	X	X			X			
SN.2.1.3	Transcribe notes recorded from dictation.	X	X	X			X			
SN.2.1.4	Transcribe notes recorded from timed dictation.	X	X	X			X			
SN.2.1.5	Transcribe at an acceptable rate notes recorded from controlled dictation materials.	X	X	X			X			
SN.2.1.6	Transcribe (at an acceptable rate) office-style materials recorded from dictation.	X	X	X			X			
SN.2.1.7	Transcribe from handouts and teacher-generated materials.	X	X	X			X			
SN.2.1.8	Transcribe from dictated materials.	X	X	X			X			
SN.2.1.9	Transcribe materials recorded at an acceptable rate (i.e., 1 min. letter in 5 min.).	X	X	X			X			

SN.2.1.10	Transcribe from office-style dictated materials at an acceptable rate.	X	X	X			X			
SN.2.1.11	Transcribe from different business documents.	X	X	X			X			
Communication Skills										
Standard 3.1: Develop and build business vocabulary and other English mechanics. INSPIRE>Kids' Links>Homework Helper INSPIRE>Indiana Links>Education										
SN.3.1.1	Build vocabulary.	X	X	X						
SN.3.1.2	Develop and assess proofreading skills in the areas of spelling, grammar, punctuation, capitalization, and number usage.	X	X	X			X			
SN.3.1.3	Check and reinforce correct spelling of business terms, punctuation, and number usage.	X	X	X			X			
Standard 3.2: Prepare mailable copy.										
SN.3.2.1	Evaluate acceptable copy as communication with appropriate word substitutions, correct grammar, spelling, punctuation, capitalization, and format.	X	X	X						
SN.3.2.2	Transcribe (in an acceptable format) communications [documents, letters, memos, minutes, messages] taken from dictation.	X	X	X			X			
SN.3.2.3	Transcribe an acceptable business communication from materials recorded in standard business format.	X	X	X			X			
SN.3.2.4	Make editing changes to correct insufficient or unreadable notes.	X	X	X			X		X	
SN.3.2.5	Prepare a mailable business letter when given topic and basic information.	X	X	X			X			
SN.3.2.6	Evaluate the quality of business letters.	X	X	X						
Organizational Skills										
Standard 4.1: Develop and build organizational skills. INSPIRE>Indiana Links>Business INSPIRE>Kids' Links										
SN.3.2.1	Take notes from lecture and summarize the main points correctly.	X	X	X						
SN.3.2.2	Prepare documents from stale notes.	X	X	X						
SN.3.2.3	List in outline form the important points of a speech.	X	X	X						
SN.3.2.4	Listen and take notes from videotaped lectures, then prepare summary.	X	X	X	X	X	X	X	X	X

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	Technical/Business Communication									
	Introduction									
	Standard 1.1: <i>Understand the nature of oral, visual, and written communication in the workplace.</i> INSPIRE>EBSCO-Host>Communication and Mass Media, Business Source Premier,Corporate Resource Net									
TBC.1.1.1	Identify Who, What, Why, and How in Technical/Business Communication.	X	X	X						
TBC.1.1.2	Understand the importance of technical/business communication in the workplace.	X	X	X					X	
TBC.1.1.3	Introduce concepts of situation, purpose, and audience.	X	X	X						
TBC.1.1.4	Understand that workplace communication is always situational (that it always has a reason or is a response) and is always part of a complex communication network.	X	X	X					X	
TBC.1.1.5	Recognize that technical/business documents include but are not limited to proposals, technical articles, abstracts, reports, letters, memos, e-mail, manuals, outlines, flyers.	X	X	X						
	Gathering and Assessing Information/Resources									
	Standard 2.1: <i>Locate, assess, and use information from a variety of print and online sources.</i> INSPIRE>Indiana Links>Education INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Middle Search Plus									
TBC.2.1.1	Locate print and online information to aid in decision making and strengthening arguments.	X	X	X	X	X	X	X	X	X
TBC.2.1.2	Determine authority and validity of sources/resources.	X	X	X						
TBC.2.1.3	Understand how statistics can be interpreted and manipulated.	X	X	X						
TBC.2.1.4	Identify and assess common logical fallacies, such as over-generalization and distorted data.	X	X	X			X			
TBC.2.1.5	Understand ethical issues involved in gathering, displaying, and interpreting data.	X	X	X	X	X	X	X	X	X
TBC.2.1.6	Identify content and design errors in visual displays of data such as tables, graphs, and charts.	X	X	X			X		X	
TBC.2.1.7	Use research strategies to confirm accuracy of information in technical/business communication.	X	X	X	X	X	X	X	X	X
	Informational Reading									
	Standard 3.1: <i>Read and analyze for content, interpretation, and inference.</i> INSPIRE>Indiana Links>Education INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Middle Search Plus									
TBC.3.1.1	Identify and analyze the situation, purpose, and audience when reading print and online material.	X	X	X					X	X
TBC.3.1.2	Apply reading skills to gather information from print and online material.	X	X	X	X	X	X	X	X	X
TBC.3.1.3	Analyze the integrity of printed and online material.	X	X	X					X	
TBC.3.1.4	Use context clues to recognize word meaning.	X	X	X			X			

TBC.3.1.5	Select appropriate reading method for a particular situation (e.g., skimming, scanning, speed reading, and in-depth reading).	X	X	X						
TBC.3.1.6	Distinguish between literal and inferential statements.	X	X	X						
TBC.3.1.7	Discuss print and online persuasive information and its impact on decision making.	X	X	X			X			
TBC.3.1.8	Interpret technical/business correspondence, professional articles, and supporting graphic materials.	X	X	X			X			
TBC.3.1.9	Interpret and use information from manuals, computer printouts, and electronic sources.	X	X	X			X			
TBC.3.1.10	Explain career-specific terminology.	X	X	X						
TBC.3.1.11	Analyze and synthesize information from print and electronic sources to create a group project or product.	X	X	X	X	X	X	X	X	X
	Written Communication									
	Standard 4.1: Plan and write documents that are appropriate for the situation, purpose and audience. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Middle Search Plus									
TBC.4.1.1	Analyze the situation, purpose, and audience to guide the planning, writing, and revising of written material.	X	X	X			X			
TBC.4.1.2	Develop and use a writing process appropriate to the situation.	X	X	X	X	X	X	X	X	X
TBC.4.1.3	Design letters, memos, and reports that conform to workplace standards and conventions.	X	X	X	X	X	X	X	X	X
TBC.4.1.4	Demonstrate and understand effective layout, design, and typography.	X	X	X	X	X	X	X	X	X
TBC.4.1.5	Create technical/business documents and presentations that are informational, persuasive, and analytical.	X	X	X	X	X	X	X	X	X
TBC.4.1.6	Avoid biased language (e.g., sex, gender, race, etc.).	X	X	X	X	X	X	X	X	X
TBC.4.1.7	Revise and edit documents to improve content and effectiveness.	X	X	X	X	X	X	X	X	X
TBC.4.1.8	Prepare industry-specific technical reports that incorporate graphic aids.	X	X	X	X	X	X	X	X	X
TBC.4.1.9	Analyze and respond to complex business case studies.	X	X	X	X	X	X	X	X	X
TBC.4.1.10	Research, analyze, and prepare collaboratively a written response to a complex business project.	X	X	X	X	X	X	X	X	X
	Oral Communication									
	Standard 5.1: Communicate in a clear, courteous, concise, and appropriate manner. INSPIRE>Indiana Links>Education INSPIRE>Kids' Links									
TBC.5.1.1	Analyze the situation, purpose, and audience to guide the planning and presentation of oral communication.	X	X	X	X	X	X	X	X	X
TBC.5.1.2	Select language, visuals, and method of delivery appropriate to the situation.	X	X	X	X	X	X	X	X	X
TBC.5.1.3	Use proper telephone techniques and etiquette.	X	X	X	X	X	X	X	X	X
TBC.5.1.4	Ask questions with confidence to elicit general and specific information.	X	X	X			X			
TBC.5.1.5	Respond to questions directly and appropriately.	X	X	X	X	X	X	X	X	X
TBC.5.1.6	Organize thoughts to reflect logical thinking before speaking.	X	X	X			X			
TBC.5.1.7	Identify regional and cultural differences in spoken communication; use oral language that is comprehensible to the audience.	X	X	X	X	X	X	X	X	X
TBC.5.1.8	Plan and present short presentations individually and as a member of a group.	X	X	X	X	X	X	X	X	X
TBC.5.1.9	Interact effectively with people from varying international, cultural, ethnic, and racial backgrounds.	X	X	X	X	X	X	X	X	X
TBC.5.1.10	Function as a team member to identify and solve several problems inherent in a capstone project.	X	X	X	X	X	X	X	X	X
TBC.5.1.11	Present findings of capstone projects in a formal presentation using appropriate graphics, media, and support materials.	X	X	X	X	X	X	X	X	X
TBC.5.1.12	Deliver impromptu and planned speeches with confidence.	X	X	X	X	X	X	X	X	X
TBC.5.1.13	Advocate a specific cause.	X	X	X	X	X	X	X	X	X
TBC.5.1.14	Serve effectively as an interviewer or interviewee in public relations, civic, media, and community situations.	X	X	X	X	X	X	X	X	X

Listening										
Standard 6.1: Listen discriminately and respond appropriately to oral communication. INSPIRE>Kids' Links										
TBC.6.1.1	Analyze the situation, purpose, and audience of an oral message.	X	X	X	X	X	X	X	X	X
TBC.6.1.2	Listen discriminately in order to separate verifiable information from opinion.	X	X	X	X		X	X	X	X
TBC.6.1.3	Critique media and oral presentations analytically and critically.	X	X	X	X		X	X	X	X
TBC.6.1.4	Assess and respond to a speaker's nonverbal messages.	X	X	X	X	X	X	X	X	X
TBC.6.1.5	Identify and overcome major barriers to enhance active listening.	X	X	X			X			
TBC.6.1.6	Direct courteous attention to multiple speakers within a group to obtain key facts.	X	X	X	X		X	X	X	X
Communication Through Technology										
Standard 7.1: Enhance the effectiveness of communication through the use of technology. INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Communication and Mass Media Complete										
TBC.7.1.1	Analyze the situation, purpose, and audience when using technology to communicate.	X	X	X	X	X	X	X	X	X
TBC.7.1.2	Operate electronic message technologies to include facsimile machines, voice mail, conference calls, pagers, and e-mail.	X	X	X			X	X	X	X
TBC.7.1.3	Use computer networks (e.g., communicating computers, Internet, or on-line databases) to facilitate collaborative or individual learning and communicating.	X	X	X	X	X	X	X	X	X
TBC.7.1.4	Discuss the use of the following communicating systems: WATS lines, LAN system, cellular technology, and voice recognition dictation.	X	X	X			X	X	X	X
TBC.7.1.5	Enhance documents through the use of advanced layout, design, and graphics production software and scanning hardware.	X	X	X	X	X	X	X	X	X
TBC.7.1.6	Address the ethical issues regarding intellectual property and dissemination of information generated electronically.	X	X	X	X	X	X	X	X	X
TBC.7.1.7	Apply the rules of electronic messaging etiquette.	X	X	X				X	X	X
TBC.7.1.8	Evaluate and select messages that may be addressed best by electronic media.	X	X	X			X		X	
TBC.7.1.9	Incorporate the use of international electronic resources such as Internet in complex projects.	X	X	X	X	X	X	X	X	X
Employment Communication										
Standard 8.1: Integrate communication in the pursuit of employability. (This should have been covered in a previous course, but if not, the following should be addressed or used as a brief review.) INSPIRE>Kids' Links INSPIRE>EBSCO-Host>Communication and Mass Media Complete										
TBC.8.1.1	Research the job market and specific potential employers using personal and electronic networks.	X	X	X	X	X	X	X	X	X
TBC.8.1.2	Write a formal application letter, print and scannable versions of a resume, and a follow-up (thank you) letter for job opportunities.	X	X	X	X	X	X	X	X	X
TBC.8.1.3	Develop an employment portfolio.	X	X	X	X	X	X	X	X	X
TBC.8.1.4	Demonstrate proper business and dining etiquette.	X	X	X	X	X	X	X	X	X
TBC.8.1.5	Complete employment application forms.	X	X	X	X	X	X	X	X	X
TBC.8.1.6	Demonstrate appropriate interviewing techniques (dress, questions, etc.)	X	X	X	X	X	X	X	X	X
TBC.8.1.7	Understand employer expectations (punctuality, dependability, willingness to learn, cooperation, etc.)	X	X	X	X	X	X	X	X	X
TBC.8.1.8	Identify employee expectations (health and safety, evaluations, fairness, pay, benefits, rights, labor/management relations, etc.)	X	X	X	X	X	X	X	X	X